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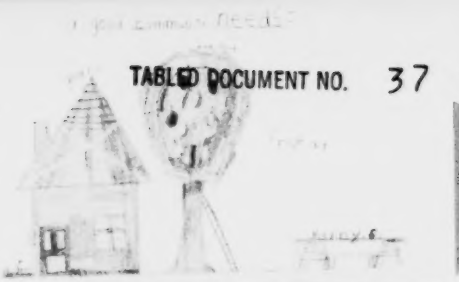
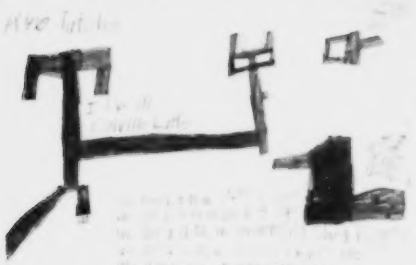
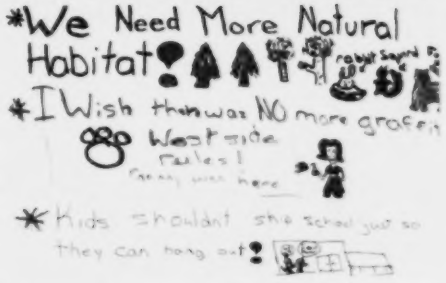


NWT Recommendations on Social Issues

1988-2002




*We Need More Natural Habitat
*I Wish there was NO more grafe
West side rules!
*Kids shouldnt she school just so they can hang out!

NWT RECOMMENDATIONS ON SOCIAL ISSUES
1988 - 2002

GOVERNMENT OF THE NWT:
Department Of Justice, GNWT
Department Of Health and Social Services, GNWT
Department Of Municipal And Community Affairs, GNWT
Department Of Education, Culture and Employment, GNWT
Department Of Resources, Wildlife and Economic Development, GNWT
Legislative Assembly Of The Northwest Territories
Northwest Territories Housing Corporation

NON-GOVERNMENT ORGANIZATIONS:
Status of Women Council of the Northwest Territories
Coalition for Harassment-Free Workplaces
Ad Hoc Committee on Sexual Assault
NWT Child Sexual Abuse Coalition
Native Women's Association
NWT Literacy Council
NWT Senior's Society
Aurora College

GOVERNMENT OF CANADA:
Department of Indian and Northern Affairs
Commission on the Future of Health Care in Canada
Royal Commission on Aboriginal Peoples

STAND-ALONE COMMITTEES
National Round Table On The Environment And The Economy

Introduction

This document includes recommendations gathered by the Social Agenda Working Group from a wide variety of reports. They are drawn from the Government of the Northwest Territories (GNWT), the non-government sector and the Federal Government. All are designed to improve the quality of life for people in the NWT by focusing on specific social issues.

The Social Agenda Working Group decided to review the wealth of information contained in existing material as we worked to develop our own recommendations. Some of this information is current, while some dates back a few years. Much of it will be useful to others – we urge all decision-makers to review the excellent work contained here as they work to design and implement plans and programs.

A lot of good research and many valuable reports are not represented in the following pages. There are many reasons for this. First, we needed to set parameters to work within because of limited time frames. So we decided to only include documents that contained recommendations about social issues. Other valuable sources of information such as needs assessments are not included unless they contain recommendations.

Though we tried our best to seek out relevant reports, it is inevitable that we missed many. Given this volume represents only a portion of existing information, it is extremely clear that there is no shortage of recommendations that have been made about virtually every existing social issue.

It was the preparation and review of these recommendations that led us to turn our attention to focusing on the overall system instead of trying to address all social problems in one report. Why do so when so many good recommendations about specific social issues already exist? We did find it difficult to assess whether those recommendations had been implemented because very few were tracked over time.

Since we gathered the recommendations for our own work, we realized it would be valuable to provide the collection to the public. In particular, we hope people who design policy and administer programs will examine these ideas. You may not need to reinvent the wheel!

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A BRIDGE TO MY FUTURE:
A Report on Adult Basic Education In the NWT

Directions stakeholders wanted the Department to pursue.

1. Improved access to adult basic education opportunities and supports for all adults, and increased equity among communities.
2. Increased accountability of programs, and consistent delivery of quality programs in all NWT communities.
3. More counselling and teaching strategies which make learners needs and interests a priority.
4. Community-based delivery of programs which are relevant to the community and promote the cultural values of the community.
5. Increased cooperation between stakeholders so existing resources can be used to more effectively meet the basic education needs of adult learners.
6. All adult basic education programs allow students to progress towards further education, training, employment or community participation.

A REPORT ON PROGRESS
PEOPLE: OUR FOCUS FOR THE FUTURE

To improve support for communities to achieve their culture, heritage and language goals:

- Increase involvement of the language communities in program planning and delivery.
- Increase number of certified interpreter-translators.
- Improve language research and development in the language communities.
- Transfer museum collections information from a national to an in-house collections management database.
- Develop an archival collections management database.
- Work with the Nunavut Land Use Planning Commission to develop a database of geographic place names in Nunavut.
- Identify museum objects and archival documents for possible transfer to Nunavut.
- Undertake a needs assessment for community heritage facilities in Nunavut.
- Review of culture and heritage programs and services to determine how they will be delivered in the new western territory.

To provide people in all communities with access to public information networks:

- Develop a high-speed digital communications network drop in all 58 communities with Local Area Networks connecting all educational facilities at the community level.
- Restructure and develop a new funding formula for northern libraries.
- Pilot and evaluate distance education courses and applications.
- Work with information network development project teams to develop and implement technical infrastructure in preparation for the Digital Communications Network.

To build a comprehensive early childhood learning system:

- Integrate early childhood programs and the Healthy Children Initiative toward a comprehensive system of programs and services.

To improve student achievement:

- Continue improved access to quality senior secondary schooling through grade extensions and locally developed courses.
- Continue increase in graduation rates.
- Expand aboriginal language programming through completion of *Inuuqatigiit* K-12 and a Teachers' Resource Manual; and *Dene Kede* 7-9, 10-12 and a Teachers' Resource Manual.

- Increase the use of information technology to support learning and to establish standards for its use in the education system.
- Translate documents into electronic format for distribution on CD-ROM and web sites.
- Continue research related to student wellness and program support for student wellness through training and assisting education authorities in developing approaches to suicide prevention, conflict resolution, anger management and crisis prevention.
- Clearly defined outcomes for student learning and assess student achievement in specific curricula through the Western Consortium Protocol (WCP).
- Complete WCP curriculum frameworks in math, science, language arts and social studies in English and French; to collaborate with WCP in aboriginal languages assessment and inclusive schooling.
- Facilitate the participation of Nunavut educators in WCP and Pan-Canadian activities.
- Work with Nunavut Divisional Education Councils to determine priorities for transition to Nunavut.
- Continue phased implementation schedule of school curricula and support resources across the NWT through yearly in-services.
- Implement a K-12 career development strategy directed at life-long learning.
- Participate in national assessment through School Achievement Indicators Program in reading and writing in 1998 and follow-up work in 1999.
- Offer a School-Community Counselor (SCC) Program with Aurora College over the next two years that will address the language needs of both east and west participants and integrate the SCC training more closely with other Social Envelope departments.
- Publish a yearly NWT Education Indicators Report to assess the standards of education and towards continued improvement planning.
- Support an Interchange of Canadian Studies (ICS) student forum in NWT in 1999 providing opportunities for Canadian youth to participate in political, social and cultural life in Canada.
- Complete grade extensions to all communities by the year 2000 (supported by digital infrastructure network).
- Phase out all student residences.

To improve access for adults to learning and work:

- Finalize K-12 funding formula (community-based) to provide a fair and equitable distribution of resources.
- Increase opportunities provided through the Investing in People strategy by increasing the number of programs offered in communities.
- Develop an adult basic education policy directive as part of the *Continuing Education Policy*.
- Develop an adult basic education curriculum that ensures progression into employment or further education.
- Implement a workplace literacy strategy.
- Transfer Income Support management to communities.
- Harmonize seniors' support programs.
- Continue reinvestment of savings in Income Support into programs that support independence.
- Provide and enhance the National Child Benefit.
- Negotiate a revised Vocational Rehabilitation of Disabled Persons (VRDP) program with Canada.
- Strengthen partnerships with Aboriginal groups administering regional bi-lateral agreements.

To develop a flexible, comprehensive system of post-secondary learning:

- Develop a teacher training strategy for the two new territories.
- Support the provision of science and technology programs and services through the public colleges.
- Develop private training legislation.
- Support the development of technology programs at the two colleges.
- Continue implementation of the Nunavut Unified Human Resources Development Strategy.
- Formalize the Career Transitions component of Career and Technology Studies (CTS) to ensure the integration of career development with existing school curricula.
- Expand the CTS program in high schools to include a broader range of occupations.
- Increase training in professional and technical fields.

- Increase post-secondary programs in mining from pre-employment to skilled trades.
- Increase related training to meet the human resource needs of the mining sector.
- Monitor the Inuit Employment Plans.
- Review Student Financial Assistance to ensure continued access to post-secondary education.
- Expand the Schools North Apprenticeship Program models.
- Develop NWT occupational standards/certification in compliance with existing national standards.

To ensure a lasting impact from learning and human resource development:

- Provide labour market information to the public.
- Implement the NWT Labour Force Development Plan.
- Develop and implement a youth initiatives strategy.
- Extend the community based Canada-NWT Infrastructure Program to 1997-98.
- Complete a series of booklets on career opportunities within a variety of NWT sectors.

EARLY CHILDHOOD DEVELOPMENT – ACTION PLAN

These are projects recommended to take place:

1. A home visitation program to assist and support families at risk;
2. A universal screening tool for early identification of children at risk for developmental delays will be implemented in all communities;
3. Healthy Family Kits will be provided to all parents with information at critical transition points in their children's development;
4. Child Talk Resource Kits will be developed to stimulate parent and child interaction and improve language development;
5. The Langauge Support Worker program will train paraprofessionals who can work at the community level to facilitate speech/language development and work with community-based early childhood development programs;
6. Funding will be made available to enhance speech and language services through an additional speech language pathologist position;
7. Funding will be made available for the development of Language Nests to ensure toddlers and preschoolers are immersed and become fluent in their Aboriginal language and culture;
8. Family Learning Kits will be produced and distributed to families, to increase parent-child interaction and use of oral language to build sound-symbol awareness;
9. Northern Parenting and Literacy programs will be developed to increase awareness of the importance of culture and language in parenting, and to build positive relationships between parents and children and increase literacy levels; and
10. The development of Child and Family Resource Centres will be promoted in communities. Initially, this will require the two departments to take the lead in identifying specific models for community-level practitioners to work together in integrated service delivery models. This approach will be expanded to all communities over time.

EARLY CHILDHOOD DEVELOPMENT
DRAFT IMPLEMENTATION FRAMEWORK FOR THE NWT – January 1997

THE DEPARTMENT	THE REGION	THE SCHOOL
DETERMINES DIRECTION:		
• establish and promote NWT philosophy and	• establish and promote regional philosophy and	• establish and promote school philosophy and direction in keeping with NWT & regional beliefs; • develop and implement school policies;

direction; • develop and monitor NWT directives; • establish NWT priorities that meet student needs and are in keeping with NWT & Western Consortium initiatives • develop and articulate a long range territorial implementation plan, including timelines & benchmarks; • review and provide regions with updated implementation calendar, biannually; • support Directors/Superintendents to meet regional priorities.	direction in keeping with NWT beliefs; • develop & implement regional policies; • establish regional priorities that meet student needs and are in keeping with territorial initiatives; • develop and articulate a long range regional implementation plan in keeping with the territorial plan; • review and provide schools with updated implementation calendar, as required; • support administrators to meet community priorities.	• establish school priorities that meet student needs and are in keeping with NWT & regional initiatives; • develop and articulate a long range school implementation plan in keeping with the regional plan; • review and provide teachers and parents with updated implementation calendar, as required; • support teachers to meet student needs within school direction/priorities.
IS RESPONSIBLE TO:		
• develop NWT curricula and support documents; • adapt appropriate external curricula and support documents for use in the NWT; • review and approve locally or regionally developed courses for accreditation, prior to implementation; • establish NWT curriculum standards.	• develop regional programs to meet NWT curriculum objectives; • adapt appropriate external programs and support documents for use in the region; • develop regional courses, and review & assess local courses, to meet specific needs of students in the region; • establish regional benchmarks towards achieving NWT curriculum standards.	• develop units and themes to support programs and curricula; • adapt appropriate external units, themes & support documents for use in the community. • develop local courses, to meet specific needs of students in the community; • assess students in keeping with regional benchmarks and NWT standards.

WORKS IN PARTNERSIP WITH EDUCATION STAKEHOLDERS TO:		
• involve and/or consult with other gov't. departments, and representative agencies, organizations & businesses, in development & adaptation of curricula & support documents; • involve regional office and school staffs in development & adaptation of curricula & support documents; • validate NWT curricula and support documents; • support jurisdictions in development of regional programs from curricula.	• involve and/or consult with other regional departments, agencies, organizations and businesses in development & adaptation of programs, courses & support documents; • make provision for regional and school staff to participate in the development and adaptation of NWT curricula and support documents; • coordinate and monitor regional piloting of NWT curricula and support documents; • support schools in development of local programs.	• involve and/or consult with other local departments, agencies, organizations and businesses in development & adaptation of courses, units, themes & support documents; • make provision for school staff to participate in the development and adaptation of NWT curricula and support documents; • pilot NWT curricula, regional programs and school units or themes; • support teachers to actively participate in program development and instruction
PROVIDES ACCESS TO DOCUMENTS THROUGH STEPS TO:		
• establish process for the distribution of NWT curricula and support documents; • review and adjust NWT distribution process, as required; • communicate changes to regional offices & other education partners, as applicable; • provide regions with access to NWT curricula and support documents	• establish regional distribution process; • review and adjust regional distribution process, as required; • communicate changes to school administration, as applicable; • provide schools with access to regional & NWT documents and materials.	• establish local distribution process; • review and adjust local distribution process, as required; • communicate changes to school staff, as applicable; • provide teachers and support staff with access to documents and materials.
FAMILIARIZES:		
• provide opportunities for regional personnel to read and discuss documents before inservice.	• provide opportunities for regional administration team to discuss documents and how they can be used in the schools.	• provide opportunities for school staff to read and discuss documents and how they can be used in the classroom.

RESOURCES:		
• identify key resources to meet curriculum objectives; • provide regions with annotated bibliography of key resources; • prepare multi-year budget proposals for acquisition of resources to support new curricula & support documents; • develop a long-term implementation schedule for NWT/Western Consortium initiatives; • provide regions with access to relevant resources; • consult with regions in the development of territorial and/or regional resources to meet identified curricular needs; • consult with regions for purchase of key resources to support new curricula.	• identify key resources to support students to achieve curriculum objectives; • identify resources appropriate to regional needs; • prepare a multi-year budget for acquisition of recommended resources for new curricula and support documents; • develop a long-term regional implementation schedule, based on NWT & regional initiatives; • provide schools with access to relevant resources; • fund local programs in development of regional resources to meet identified curricular needs; • provide the Department with regional student numbers, specific to implementation of new curricula.	• identify key resources to support classroom instruction; • select resources appropriate to student needs; • prepare a multi-year budget for acquisition of recommended resources for new curricula, programs & support documents; • develop a long-term school implementation schedule, in keeping with community, regional & NWT initiatives; • provide teachers with access to relevant resources; • submit proposals to regional office for development of school resources, to meet identified program needs; • provide regions with student numbers, specific to implementation of new curriculum.
IMPLEMENTATION PROCESS:		
• form an implementation team to consider various training models & strategies; • coordinate EC&SS implementation strategies in consultation with regional teams; • develop inservice packages for use and/or adaptation by regional teams; • provide inservice to regional implementation team;	• form a regional implementation team to initiate regional training in keeping with NWT initiatives; • coordinate regional implementation strategies in consultation with school teams; • adapt inservice package to meet regional needs; • provide school level inservice through regional implementation team; • develop regional	• form a school implementation team to support school based training in keeping with NWT/regional initiatives; • coordinate school implementation strategies in cooperation with teachers and community; • utilize inservice package to meet community needs; • coordinate inservice and provide opportunities for appropriate staff and community to participate in local, regional & NWT implementation; • develop local networks; • support teachers by identifying assistance required from regional staff.

• develop territorial (Nunavut/West) networks; • support regional teams to address identified needs.	networks; • support school teams to address identified needs.	
ON-GOING RESPONSIBILITY OF IMPLEMENTATION TEAMS TO:		
• support orientation and inservice of regional staff; • support long-range implementation of NWT initiatives; • establish territorial benchmarks for implementation plan; • monitor progress of territorial implementation plan, on a regular basis; • assess level of success of individual territorial initiatives; • assess NWT implementation model; • adapt implementation strategies to meet identified territorial needs; • evaluate NWT curricula; • conduct regional reviews.	• provide orientation for new administration and staff in the region; • support regional long range implementation plans, in keeping with NWT initiatives; • establish regional benchmarks for implementation plan; • monitor progress of regional implementation plan on a regular basis; • assess level of success of individual regional initiatives; • assess regional implementation model; • adapt implementation strategies to meet identified regional needs; • evaluate programs, based on NWT curricula; • conduct school reviews.	• provide orientation and inservice for new school staff; • put into practice long range school implementation plan, in keeping with NWT & regional initiatives; • establish school benchmarks for implementation plan; • monitor progress of school implementation plan on a regular basis; • assess level of success of individual school initiatives; • assess school implementation model; • adapt implementation strategies to meet identified school needs; • evaluate student achievement, based on NWT curriculum objectives; • evaluate teachers.

FIRST YEAR EVALUATION OF THE HEALTHY CHILDREN INITIATIVE
March 1998

Recommendations

1. The chairperson to conduct an annual regional orientation session, preferably prior to the review of any proposals, for the discussion of committee roles and responsibilities (i.e., the proposal review and recommendation process, conflict of interest concerns), community liaison activities, proposed meeting schedule, selection of alternates as appropriate, the review of the proposal assessment criteria, and, monitoring and evaluation activities, etc.

2. Using the Keewatin example of working with local committees to identify need, projects and sponsoring agencies, the regional committees may consider greater reliance on community resources, where possible, to ease the workload of the committee.

3. The chair and committee members to set a calendar with critical dates (advertising, proposal submission, review, monitoring, etc.) to better schedule workload and meeting dates.

4. The regional committees should adopt standard proposal assessment criteria employing the program guidelines prepared by EC&E. All proposal reviews and recommendations are to be properly documented using the adopted criteria.

5. Regional EC&E officers are to sustain the public awareness campaign. Advance notification of proposal submission dates will assist with deadlines.

6. EC&E, HQ to consider streamlining the proposal submission requirements with the design of a 'standard' application form(s). This will assist applicants to prepare timely and complete proposal submissions. This would also reduce some of the regional committee involvement at this stage. Designing a form which asks specific questions regarding programming, participants, start/end dates, etc. can then be used to monitor and assess the program's impact and effectiveness.

7. EC&E, HQ to organize and distribute to the regions, project case studies to facilitate better understanding of the HCI and generate program ideas where needed in communities.

8. EC&E, HQ to consider a different funding formula for smaller communities to include updated (1996 census) population data. Other considerations to include multi-year funding agreements, and the appropriateness and mechanisms for the redistribution of funding within a region.

9. Continued financial and departmental support of this important initiative beyond the initial three years.

10. EC&E, HQ to review the administrative funding allocations to ensure it is sufficient for administration of the HCI for such items as community travel, advertisement, and promotion.

11. EC&E, HQ to prepare a comprehensive program evaluation with involvement by the regional committees.

12. EC&E, HQ and the regions to assess the necessary minimum and desirable baseline data needs and sources from the outcomes identified in the program evaluation framework. Then, determine the appropriate data capturing methods, and reporting responsibilities. The development and use of these guidelines early in the second year of the program will facilitate better regional and community data collection and the proposed full program evaluation.

GETTING IN, STAYING IN, GETTING OUT: A PLAN FOR POST-SECONDARY STUDENT SUCCESS – JUNE 1998

1. GETTING IN

ISSUE: In the Ministerial Forum on Student Financial Assistance we heard that students need to be better prepared for post-secondary education. This includes activities from choosing viable career options and doing education planning through to preparing for life away from home, making travel arrangements, managing finances and coping with stress. It is recognized that students move into post-secondary education not only from high school, but also from work, upgrading programs and unemployment and adults, as well as youth, need support in preparing for this transition.

GOAL: Individuals with the knowledge, skills and confidence to make successful transitions to post-secondary learning.

ACTIONS:

Policy and Procedure

1. Community Learning Networks - work collaboratively to prepare students for post-secondary education (S - April)
2. Career Development Policy - develop a policy to guide the implementation of career development in the school system as well as with the adult population (H - May)
3. Memorandum of Understanding - assess career development activities of adult educators (H/C - May)
4. Curriculum Articulation - explore and enhance curriculum linkages between schools and colleges (C/S -Fall)

Promotion

5. Student Speakers - have current post-secondary students or recent graduates speak to future students about what lies ahead (S/C/R - May)
6. Day Timers - produce student planners with important dates highlighted, money and time management tips and key career development messages (H - August)
7. Video - produce a video featuring northern students talking about their experiences in going away to post-secondary education (H - Fall)

2. STAYING IN

ISSUE: In order for students to be successful they must address all aspects of their life. For a number of reasons, students leave post-secondary studies before completion and support is needed to encourage ongoing participation. While it is recognized that support is needed in preparing for post-secondary education and in making the transition, individuals must eventually become independent. Any supports put in place must encourage and lead to the self-sufficiency of the individual.

GOAL: Adequate personal, academic and financial supports to meet the needs of the whole learner.
ACTIONS:

Policy and Procedure

1. SFA Reforms - revise the administration and delivery of the program (H - Fall)
2. Youth Strategy - ensure that youth are supported in all aspects of their lives and better prepared to participate in post-secondary education (H - Fall)
3. Research - determine the major issues faced by Northern post-secondary students and the reasons for early school leaving (C - Fall)
4. Distance Education - develop guidelines for distance education delivery in the North (H/C - Fall)
5. Protocol Agreement - set protocol agreements for services to be provided by CDO's and college counsellors (R/C - Fall)

Promotion

6. Newsletter - send to all students attending post-secondary institutions reminding them of support available to them (H/R - Fall)
7. Poster Series - develop a series of posters promoting key career development messages (H - Fall)

3. GETTING OUT

ISSUE: The patterns of school-to-work transitions for young people have changed significantly in recent years. Transitions have become longer and are often interrupted by significant periods of unemployment. Youth are staying in school longer, returning more frequently to school from the labour market and at the same time, increasing their level of participation in the labour force. Assistance is needed in helping Northerners make successful transitions to work.

GOAL: Individuals prepared to participate in work and lifelong learning

ACTIONS:

Policy and Procedure

1. Career, Community and Economic Development - work with other departments and agencies to establish a model for the integration of career development with community and economic development (H - Summer)
2. Prior Learning Assessment and Recognition - develop policy and procedure for implementing PLAR in the NWT (H/C- Fall)

Promotion

3. Recognize and Reward Success - promote success stories through feature articles (R/C - Summer)
4. Marketing Campaign - promote career centres and services available to graduates such as career counselling, workshops in resume writing, work search and interview techniques and resource library (H/R - Summer)

HEALTH BEHAVIOURS, ATTITUDES AND KNOWLEDGE OF YOUNG PEOPLE IN THE NORTHWEST TERRITORIES
TERRITORIAL REPORT - JANUARY 1996

It was not within the scope of this report to determine how to address the issues that we have identified. Therefore, we make no specific recommendations. However, data gathered during this study, combined with overall knowledge of recent trends and developments in the Northwest Territories, reveal some possible courses of action. We offer them here as suggestions that communities might explore.

Increase the opportunities for youth to be more active in directing their own lives. An example: youth councils exist in a number of locations. The development of more youth councils can help young people identify their needs and develop strategies that address those needs. Adults then work with youth to help make their strategies a reality.

Undoubtedly most of the "counselling" given to youth in the Northwest Territories is given by other youth – not by adults. Most happens on an informal basis. It may be time for communities to *offer training programs for youth* that strengthen their abilities to provide counselling and other types of peer support.

The development of new communications technologies across the North offer many new opportunities for both self-directed and distance learning. The development of high speed transmission systems will open up access to the Internet and provide new opportunities for interactive learning. *Schools and educational institutions should make full use of these technologies for youth programming.* They should develop innovative programs that will allow youth to access vital health care and career information in new formats – and help them make critical lifestyle decisions about their own health and social well-being.

One of the recent developments in the Northwest Territories is the move to renew and expand healing circles and groups. These traditional forms of treatment and sharing have been well received by communities and seem to have found a place in the range of services now available. For the most part these circles have attracted adults. *Some thought should be given to developing healing circles that are designed specifically to meet the needs of young people.*

As the report notes the NWT School Health Program has been well received by teachers and parents alike. But more must be done to foster this program. Pre-service workshops, professional development seminars and team teaching techniques, including collaboration with health care providers, will help make this program more relevant to the needs of young people. The main area of need is not with teachers knowing what is in the program, but with feeling comfortable teaching sensitive topics, fielding students' questions and facilitating discussion of those topics. *We think there is a need to improve and increase the*

ability of teachers to teach sensitive topics such as those in the NWT School Health Program. Individual teachers, schools boards, the Department of Education, Culture and Employment and the NWTTA all bear some responsibility for staff development in this regard.

Women's organizations in the Northwest Territories address issues of family violence, alcohol and drug abuse, and a range of other family and community problems. *Women's groups should be encouraged to continue their efforts, and to review their operations to ensure that energy and resources are directed towards meeting the needs of teenage girls.*

Resources should be available to these groups to continue their work with young people.

The development of new integrated service delivery mechanisms at the community level (such as the development of a single board to deliver health, social services and educational programs) hold out the potential for greater youth involvement. These boards should include youth representation. *The domain of these boards would include the kinds of youth issues outlined in this report and the support of youth-identified strategies.*

Communities have begun to *re-introduce youth-elder programs* as a means of helping both youth and elders. Sometimes youth and elders, working together, take on community projects, provide regular weekly lunches, help prepare community feasts, and so on. Such programs provide valuable mentoring for young people and strengthen culture.

We have noted above the relationship between healthy lifestyles and employment. Unfortunately, because of financial restraint, it is difficult to initiate new employment programs targeted specifically at the employment needs of youth. *We suggest that serious thought be given to redirecting government funding from other less important priorities to address the employment needs of youth.* Political and community leaders might also give serious thought to introducing northern versions of innovative projects such as the Katimavik Program which pay a subsistence salary, offer travel opportunities and provide a broad range of educational and work experiences for youth.

Though there is great concern about the problems of youth at the community level, the Northwest Territories has never developed programs to train individuals to help them work with youth. The task of working with youth has often been seen as an extension of the role of recreation leaders, school-community counsellors, social workers and even by-law officers. *We think there should be more emphasis on youth work within the training programs for these careers.* As an example of how this might be accomplished, the recently completed review of the School-Community Counsellor Program recommends that training of all "community helpers" such as alcohol and drug workers, social workers and school-community counsellors, be generic to enable helpers to deal with a broader range of community needs – including the needs of youth. More specialized training would follow the initial generic training.

There is an old saying that "it takes a whole village to raise a child." Addressing the issues of youth will take the cooperation, coordination and creativity of young people supported by the whole community, but it is essential for a meaningful response to the health and well-being of youth.

HEALTHY CHILDREN INITIATIVE

6.1 Recommendations for Change

1. There is growing recognition and acceptance throughout the NWT and Nunavut that early childhood programs are a factor in the success, health and well-being of young people, their families and communities. The value of early childhood programs has increased in a relatively short period of time, and in the last two years, HCI has contributed to this. **It is recommended**

that in the third year of the HCI that every effort be made to celebrate and validate the achievements of early childhood programs, and to promote HCI as an integral part of these achievements.

2. Community and human development issues are the main strengths and challenges for HCI projects. In the third year of the HCI, priority must be given to local, regional and territorial efforts which support/encourage the strengths and address the challenges. **It is recommended that a condition of HCI funding be clear demonstration of the contribution that local HCI sponsors and/or partners will make to assisting HCI projects to identify and address community and human development issues** (e.g. developing proposals, hosting regular meetings, networking/liaison, supporting HCI staff to participate in training activities). **Further, it is recommended that regional HCI committees formally assume some responsibilities for monitoring and supporting the implementation of HCI projects** (e.g. through networking with schools and other human services agencies in the community/region; encouraging the involvement of HCI staff in training and developmental activities occurring in the region; involving HCI project staff in MACA=s School of Community Government).

3. Uncertainty of HCI funding has created a public perception that the GNWT is merely paying >lip-service= to early childhood programs, and to community ownership of them. It should be a priority of the HCI to work toward certainty of financial support for community-based early childhood programs in both the NWT and Nunavut. **In year three of the HCI, it is recommended that a long term strategy for early childhood programming be developed and that resources be committed to the implementation of this strategy.** Further, **it is recommended that regional HCI committees pursue project funding arrangements that reflect the >on-going= commitment implied in the operational guidelines for the HCI.**

4. The first year evaluation recommended a different funding formula for small and large communities; multi-year funding agreements; and an examination of the appropriateness of/and the mechanisms for distributing funding within regions (Recommendation #8 from the first year evaluation.) This recommendation has been implemented on an ad hoc basis. **It is recommended that this first year recommendation be revisited in year three.** It is suggested that funding arrangements emphasize needs rather than allocations based on A*an equal share of the pie*.

5. The fragmentation of funding continues to challenge early childhood projects and funding agencies throughout the NWT and Nunavut. Both funders and recipients of early childhood funds have a responsibility to address this issue. **It is recommended that in year three of the HCI that ECE seek consensus on a protocol agreement among all major funders of early childhood programs.** The protocol agreement should include annual meetings to ensure: gaps in support to early childhood programs are addressed; processes for securing and accounting for public funds are streamlined (e.g. single project business plan format); and strong linkages in mandates and resources are developed and maintained at all levels. This approach to collaboration should occur at the project, region and federal-territorial levels.

6. To address concerns respecting funding levels, targets and eligibility and to encourage resource sharing, **it is recommended that regional HCI committees develop and communicate annual funding priorities.** Further, **it is recommended that plain language information on HCI and other early childhood funding and decision making processes be provided in newsletter and electronic formats to all early childhood stakeholders in order to improve the transparency of these processes.**

7. The flexibility that exists in HCI guidelines is key to ensuring appropriate responses to community/regional needs, and to enabling public, private and non-profit community/regional groups to work together to achieve shared outcomes. **It is recommended that flexibility in guidelines be maintained. Further, it is recommended regional interpretations of HCI guidelines reflect the overall intent of the Initiative and respond to annual funding priorities.**

8. Early childhood programs continue to suffer from inadequate and/or inappropriate materials, and poor access to multi-faceted and innovative approaches. **It is recommended that regional HCI committees accord a portion of the regional allocation to experimental early childhood programs (e.g. outreach or home-based projects, community or regional teams, regional projects spread over a number of communities).** These experimental programs should be rigorously monitored, and outcomes should be shared throughout the territories. The opportunity may exist for all regions to collaborate on two or three experimental projects.

9. Partnerships are key to successful HCI projects. **It is recommended that partnerships among various early childhood development interests be promoted as the basic tenet of regional HCI committees.** This may be achieved through broadening the membership on regional HCI committees. Further, in light of the >second parent= role that NWT/Nunavut schools often play in child development, **it is recommended that particular emphasis be placed on building partnerships with schools and that DECs/DEAs be invited to participate as members of regional HCI committees.**

10. The first year evaluation recommended the development of management and administrative tools to aid the work of regional HCI committees. **It is recommended that priority be given to developing these tools in order to facilitate internal and external monitoring and accountability of regional HCI committees.** Committee terms of reference, member responsibilities/job descriptions and clear annual funding priorities are among the tools that should be developed.

11. ECOs have contributed significantly to the successes achieved by the HCI. **In year three, it is recommended that every effort be made to support and facilitate the work of ECOs.** Priority should be given to >packaging= on-line and >hard= resources commonly required by community-based projects in an effort to minimize ECO work loads (e.g. resource manuals, proposal templates, program strategies/curricula, learning kits). It is suggested that partnerships with other branches of ECE would facilitate the development of these resources (e.g. with NWT Library Services, Culture, Heritage and Language, and Teaching and Learning Centres) and that linkages with education councils would facilitate the sharing of special needs program resources.

12. The regionalized approach to HCI delivery is consistent with program delivery trends within ECE and within the GNWT in general. Every effort should be made to enhance and improve the efficiencies of this approach. **It is recommended that mechanisms be established for improving communications and linkages between early childhood programs and various other ECE programs at both the regional and HQ=s levels.**

13. Project and regional monitoring efforts are weak, posing risks to program users and their communities. **In year three, it is recommended that ECE develop a strategy to guide the implementation of early childhood initiatives with the GNWT.** At minimum, this strategy should require project and regional monitoring activities.

14. Monitoring and evaluation provide valuable information from which to build and strengthen early childhood initiatives. **In year three, it is recommended that priority be given to monitoring and evaluation functions at both the project and regional levels.** These activities should be pursued with consistency in all regions, and include the collection of the baseline data necessary to enable a meaningful summative HCI evaluation to occur in year three. A template using the baseline data identified in the year one evaluation would be a good first step to improving monitoring and evaluation functions.

15. The collaborative efforts of H&SS and ECE in building a successful early childhood program through the HCI, are to be commended. **It is recommended that these two Departments continue to collaborate for these purposes.**

MINISTER'S FORUM – FINAL REPORT (RELEASED MAY 1999)

Recommendations

2.1 inclusive Schooling/large classes

- A major research project should be undertaken to determine the number of children with special needs and to gain a better understanding of the range of needs that are evident in NWT schools. Contingency funding should be available to ensure the results are addressed within an appropriate timeframe.
- We recommend that, to ensure the needs of all students are met in an equitable way, the number of additional Special Needs Assistants, Program Support Teachers, Reading Specialists, and other support services be increased.
- Resources should be directed toward the training of teachers, program support teachers, and special needs assistants to better prepare them to meet the needs of all students.
- It is very clear from our discussion with communities that the pupil teacher ratio should be decreased overall and classroom sizes maintained at manageable levels.

2.2 early childhood development

- Multiyear funding agreements that support and sustain early childhood development programs should be developed to ensure these programs get past the implementation stage and into more effective levels of delivery.
- Agreement between the federal and territorial governments to co-operatively support programs in all interested communities should be secured. At the same time, unnecessary duplication of funding for some communities could be addressed.
- For programs to be eligible for funding, they should be required to demonstrate commitment to parental involvement through a requirement for parent participation in the classroom and an enrolment fee for those children whose parents can afford it.
- Research to determine the benefits of early diagnosis and intervention for learning difficulties should be undertaken in partnership with appropriate government departments. This research should include examining the most appropriate resources and practices that would be helpful in early intervention. The findings of this research should be acted upon immediately to ensure students have sufficient support services when entering early childhood development and school programs.

2.3 Grade extensions

- More resources to support a broader range of courses in community high schools should be provided. Ideas of ways to do this include improving distributed learning options, rotating instructional resources such as teachers and learning modules, and hiring local people with specific expertise.
- Career counselling elements of the Career Pathing Programs must be more strongly adhered to in the grade 7 - 9 levels.
- Schools in the communities should increase their focus on building school spirit and broadening the educational experience of high school students.
- ECE should investigate the need to offer vocational programs and explore options on appropriate methods for offering these programs either at the community, regional or territorial level.
- Ways to enhance or change the courses that are currently delivered by correspondence should be explored. The existing program, essentially print-based courses, should be made more interesting and relevant to northern students by using alternative delivery or support methods.

2.4 Literacy and Language Development

- More resources should be dedicated for reading specialists in the school system and to support a greater emphasis on remedial reading.
- Special programs for parents who are unable to read should be organised.

- A family literacy campaign that encourages parents to help their children gain a love of reading at an earlier age should be implemented.
- Ways to make interesting reading materials more readily available in all communities should be explored.
- Additional specialised training should be offered to teachers to support them to better meet the diverse needs of students.

2.5 Language, Culture and Heritage

- Educators need to be supported in developing a better understanding of the role of culture and language in the success of students in school programs.
- Ongoing consultation with aboriginal organisations on a community by community basis about language and culture programs needs to be a foundation of the program design.
- One to two week orientation sessions for the Dene Kede or Inuuqatigiit curricula presented by the community and the District Education Authority (DEA) should be mandatory for all new teachers.
- Communities need to be better informed of the options available to them with regard to the language of instruction.
- Communities that choose to have their aboriginal language as the language of instruction must be provided with the human and material resources to do so.
- Teachers need additional training in how to work with students who come to school without a good foundation in a first or second language. Research on this issue should be carried out as soon as possible.
- More research and training with respect to cultural foundations of learning for aboriginal communities are required.
- The possibility of achieving greater flexibility in program delivery and of responding to the need for regional diversity, by contracting language services to aboriginal organisations, should be explored.
- A multi-faceted recruitment campaign to attract and retain Northerners to the teaching profession should be undertaken. This should include career promotion, mentoring, transition support, financial and incentive support, and assurances of employment opportunities.

2.6 Healthy and Supportive Communities

- The Department should play a leadership role within the GNWT and other government agencies to ensure the development of inter-agency and non-proprietary approaches to education and the health of communities.
- The current community development program led by Municipal and Community Affairs should be adapted to include a focus on a community approach to healing and problem solving in collaboration with appropriate government departments as well as aboriginal and community organisations.
- Workshops on parenting skills should be regularly offered in each community. This should be supplemented by the provision of parenting information in a variety of media.

2.7 Communication and Partnership building

- Community leaders and educators should find ways to share information about their aspirations for the education system in their community.
- The Department should survey communities in the Western NWT to collect information on the ways that community organisations successfully communicate with each other and build community partnerships. These best practices should be celebrated, documented, published, and distributed throughout the Western NWT.
- Schools should develop innovative ways to get community involvement in all levels of the school system and to make parents comfortable visiting and volunteering in schools.
- Dialogue about what parents expect from schools and what schools expect from parents should be promoted. Differences should be resolved in the most collaborative ways possible.

2.8 Financing

- The GNWT should establish that the education of our children and youth is its highest priority. Attention and funding dedicated to providing the much-needed resources described throughout this document must be considered. These resources should come from a combination of re-investment of current funding into programs of highest priority and through new resources being dedicated to education.
- The current funding formula should be reviewed to ensure the distribution of funding to support schools is provided in a fair and equitable manner and in a way that reflects the diversity of needs within the education system.
- Schools and Early Childhood Development Programs should receive support and guidance for their fundraising efforts. The Department and/or DECs should consider a centralised role for support of schools in this area. This support could include assistance with proposal writing, financial management, development of a fundraising guide, and ongoing fundraising training.
- The GNWT, in concert with the DECs, should seek out major funding sources that could support territory-wide programs.
- Amendments to the Education Act ensuring that First Nations, Metis locals, and municipal government have active and meaningful representation on DEAs and DECs should be profiled and promoted.

2.9 Other significant issues

- We strongly recommend that the Minister and the entire education system highlight, acknowledge, and celebrate the work of northern educators and communities, which support the work of the education system.
- The salary and benefit conditions for teachers should be improved to ensure the Western NWT offers a competitive compensation package that supports a stable workforce.
- We recommend that the strategic plan anticipate and facilitate the emergence of self-government agreements.
- Public awareness of the DEA and DEC structure should be promoted.
- Board development support for DEA and DEC members should be provided to ensure there is a full understanding of roles and responsibilities.

NWT LABOUR FORCE DEVELOPMENT PLAN – A WORKABLE APPROACH

Basic Education

Policy & Strategic Initiatives

Develop an adult basic education policy

Develop standardized ABE curricula and quality standards

Strengthen partnerships with Aboriginal groups administering regional, bilateral agreements

Rationalize levels of income support for adult students

Renewed Stay in School Campaign

Community Support Initiatives

Establish senior secondary schooling in every community with a population larger than 500

Maximize access to learning opportunities at the community level through use of new digital communication technologies

Increase access to ABE services into all NWT communities

Programming Initiatives (new & enhanced)
Introduce a workplace literacy strategy and program

Introduce 20 **Investing in People** community projects

Train educators to effectively use technology based delivery methods and revise curricula to accommodate distance education

Offer a program for income support recipients combining education and basic employability skills training

Career Services

Policy & Strategic Initiatives
Develop a Career Development Strategy that spans the learning system from Grade 1 to post-secondary

Integrate career service delivery with Human Resources Development Canada

Make career action plans a precondition of access to education and training programs as well as income support

Community Support Initiatives
Train Adult Educators, School Community Counsellors and Income Support Workers to deliver career services

Identify opportunities for community delivery of career services through block transfer agreements or decentralization of career development services to smaller centres

Programming Initiatives (new & enhanced)

Develop and deliver an integrated career counselling certificate program

Formalize the Career Transitions component of Career and Technology Studies (CTS) to ensure the integration of career development with existing school curricula

Support the public colleges in the development of an array of services to help the students with the transition to employment

Pilot a project to provide career counselling services to communities through the Internet

Expand the Career and Technology Studies program in high schools to include a broader range of occupations

Skills Training

Policy & Strategic Initiatives
Fund new college programs based on a demonstrated labour market need

Broaden community access of base funded college programs by rotating locations for delivery

Institute a formal Prior Learning Assessment and Recognition System to recognize skills obtained through informal methods

Research adding a Technical Preparation program option to high school curricula

Institute Territorial Training Awards for employers

Develop sector specific training plans

Community Support Initiatives
Modify existing programs to include the acquisition of traditional as well as workplace skills

Programming Initiatives (new & enhanced)
Increase training in professional and technical fields

Increase post-secondary programs in mining from pre-employment to skilled trades

Develop a co-op based stream of the Management Studies Program - Public Sector

Expand Co-op Education initiative by granting credits for high school co-op experiences at the college level and establish stronger linkages with the business community to improve the quality of co -op programs
Increase trades related training to meet the human resource needs of the mining sector

Develop a summer student career development program linking education with work experience
Expand Schools North Apprenticeship Program models

Increase competency based elements of the Apprenticeship System

Employment Services

Policy & Strategic Initiatives
Negotiate new partnership agreements with federal government to deliver employment services through single window access
Establish labour force development boards in the east and west

Develop NWT occupational standards/certification in compliance with existing national standards
Develop occupational standards for educational occupations

Develop 'How To' booklets for human resources planning and effective training, recruitment and selection practices

Community Support Initiatives
Increase community capacity to develop and manage employment development

Wage subsidies for community works programs

Extend the community based Canada-NWT Infrastructure Program to 1997-98

Transfer employment services to communities

Provide communities with the technology to conduct skills inventories

Promote job sharing and other alternative employment models

Develop community profiles to enhance local planning

Programming Initiatives (new & enhanced)
Training incentives to occupational sectors with greatest potential for growth

Training incentives for small and medium-sized businesses to train existing employees

Income Support Services

Policy & Strategic Initiatives

Work closely with the federal government to redefine roles and responsibilities in labour force development to improve client access to programs and services while eliminating duplication

Provide single window access to federal/territorial programs and services

Integrate and harmonize all GNWT income support programs

Review the approach to financial support for adults in ABE programs

Negotiate a revised Vocational Rehabilitation of Disabled Persons program with Canada

Review supports provided by government and identify those with greater cost benefit

Community Support Initiatives

Transfer social programs like Income Support to communities

Provide training at the community level for helping professionals working with at risk children and their families

Support communities in developing licensed, quality child care

Programming Initiatives (new & enhanced)

Examine potential for a Career Development Loan fund

Labour Market Information

Policy & Strategic Initiatives

Establish a forum for employers, communities and governments to work together to identify opportunities and options for meeting the needs of the labour market

Develop a human resource plan for the western public service

Conduct an NWT Employers survey

Establish an intergovernmental Labour Market Information Committee

Create a Northern Employability Skills Profile

Community Support Initiatives

Develop and publish an annual newspaper which provides NWT economic and labour market information for individuals and communities

Programming Initiatives (new & enhanced)

Complete a series of Sector Booklets on opportunities within a variety of NWT sectors

Conduct graduate placement studies for follow-up

Set up electronic job boards within Career Centres to display opportunities for workers

Develop career development resources that will help people make career decisions

GENERAL OVERVIEW

Wellness: Individual and community wellness issues must be addressed and established as a foundation for labour force development. Until people are well, and unless they have the lifeskills, they will not be able to fully realize the benefits of labour market participation.

Education: Education is key to getting and keeping jobs. Efforts must be strengthened to keep young people in school and more career development for students and their parents provided to increase awareness of options.

Individual Responsibility: Governments and other labour market stakeholders have a role to play in labour force development. Ultimately individuals must take responsibility for directing and developing their own lives.

Improved Linkages: There must be stronger linkages between community development, economic development and labour force development and communities must have greater control participation in the process. While broad, strategic initiatives like the labour force plan are an important and necessary tool for labour force development, they do not preclude the need for local strategies to develop local people. Additionally, there must be stronger linkages between the labour market and education systems to ensure relevancy of training and increase the likelihood of employment.

Economic Development and Employment: More must be done to diversify economic interests. Short-term projects and activities cannot replace long-term economic strategies which include a variety of sectors including traditional activities. Alternative models of employment development are needed in small communities where wage economies are limited.

Targeted Strategies: Targeted programs, services and supports for Aboriginal people, women and seasonal workers are needed to increase equity and a ensure that these groups have ongoing opportunities for development. Opportunities must go beyond entry level and provide for a progression along a chosen path.

Programming: More emphasis must be placed on cooperative programs, programs with a practical career orientation, business and entrepreneurship training, training for sectoral and private sector jobs and more apprenticeship programs. Training should be available to people in their first language and utilize a variety of media particularly the new technologies. Programs must be flexible and available at the community level.

Mobility: People in the North must prepare themselves to move for training and employment.

Roles and Responsibilities: All labour market partners must review their roles in labour for development given the changing political and economic climate. This includes governments, employers and communities.

From these consultations, one thing is very clear. People want an integrated approach to labour force development which links to economic development at the community level. They want specific programs and services identified, and they want a greater say in labour force planning for their communities. Developing a skilled Northern workforce and a climate that stimulates economic growth and creates new and sustainable jobs in communities is a key priority of this government. The 1997/98 Budget Address clearly delineates the GNWT's commitment to realization of this vision. The NWT Labour Force Development Plan and the Economic Framework set out the broad parameters through which we can move forward on this work. These documents will be further supported and integrated through the development of a Northern Employment Strategy which will specifically address economic and employment development at the community level.

The Northern Employment Strategy will build upon the results of the consultations and the current economic priorities and initiatives established through the broader plans. Combined, these efforts will form a foundation for a sustainable and coordinated approach to developing the people and the economy of the Northwest Territories.

NWT LITERACY STRATEGY 2001-2005

Initial Implementation
During the first years of the strategy, beginning in 2001-2002 strategic investments for action are outlined below.

Increasing accessibility for literacy programs and services
- expand literacy programs to include a wide-range of delivery approaches, specifically in the areas of family, workplace and aboriginal language literacy programming
- expand delivery of adult literacy and basic education programs to provide access in all communities
- develop a government plain language document so the GNWT can better communicate with the public

Implementing standards and reporting on results
- implement standards primarily within adult literacy and basic education programs
- introduce standards in the school system to monitor language arts skills at grades 3, 6, 9, and 12

- develop a GNWT-wide accountability framework for monitoring and reporting on results
- prepare and distribute an annual literacy report

Developing networks to encourage more effective participation in supporting literacy initiatives
- focus on partnerships with parents, schools, and daycares to develop early childhood initiatives
- work with non-government organizations, and employers to establish a Workplace Education Committee
- work with all literacy partners to develop a framework that outlines the roles and responsibilities of all stakeholders in regard to the literacy strategy

PEOPLE: OUR FOCUS FOR THE FUTURE
A STRATEGIC PLAN UPDATE 2000-2005

Objectives:

1. To improve support to communities to achieve their culture, heritage and language goals. People told us communities should set priorities for culture, heritage and language activities. Our overall approach will be to ensure that they have the flexibility to do so.

2. To provide people in all communities with access to public information networks. Our overall approach will be to work with other government departments and the private sector to establish information networks and use them to support personal development, learning and innovative approaches to program delivery.

3. To build a comprehensive early childhood learning system. Our overall approach will be to integrate childcare and early childhood education to create a comprehensive early childhood learning system.

4. To improve student achievement. People told us they want the NWT school system to be the best it can be and they want to be sure students leave school with the skills they need for the future. Overall, we will focus on those areas that will significantly improve student achievement.

5. To improve access for adults to learning and work. People told us that, given the current education levels, basic skill programs for adults are essential, but they must be effective. Overall, our approach is to improve existing programs and make them an integral part of lifelong learning.

6. To develop a flexible, comprehensive NWT system of post-secondary learning. People told us we need to offer a comprehensive range of high quality post-secondary programs in the North. Our overall approach will be to continue to build a northern post-secondary system of learning.

7. To ensure a lasting impact from learning and human resource development. Our overall response will be to respond to the needs of individuals, employers and communities in ways that ensure the development of a skilled northern workforce. In updating the Strategic Plan (1999) the following priorities have been identified for the next five years:
    - Early Childhood Education
    - Improved Student Success
    - Careers for Northerners
    - Developing Community Learning Networks

<u>4 Major Tasks</u>

- *Retarget and Reshape* - Existing programs and services have to be retargeted to meet the requirements of the vision. Retargeting may also mean shifting resources to create new programs and services. (Most of the work that has to be done is described in Part Two of this document.)

- *Clarify Roles and Responsibilities* - The sharing of responsibilities, the shifting of resources and the development of new partnerships will require a restructuring of roles and responsibilities. The department, along with its partners, will have to carry out functional reviews at the local, regional and territorial level - to clarify who is responsible for carrying out which tasks.

- *Develop Corporate Systems* - As noted in the preceding chapter, we will have to modify existing corporate systems or develop new ones: funding mechanisms, information systems, training programs, administrative procedures, policies, etc.

- *Create the Organizational Structure at the Community Level* - The department must work with communities and partners to set up community learning networks in a number of communities on a pilot project basis. After an appropriate period of experimentation, it must then review the results of these projects and develop a strategy for introducing the model in communities across the Territories.

Strategic Approach

<u>*Investment that gives long-term cost benefits*</u> - Some initiatives require an initial investment but provide long-term savings. Information networks, for example, will enable us to deliver programs and services to people in their home communities. We can recover the initial investment required for the infrastructure

through decreased costs for facilities such as residences, through reduced travel costs and so on. Information networks also have benefits beyond this department.
Or we can invest now in prevention and early intervention programs - programs, such as early intervention, where long-term benefits to this department and to society as a whole have been well documented.

Paying attention to cost-effectiveness - Extending high school grades in communities has a positive impact on students, and it is also cost-effective. We will look for other cost-effective measures that do not compromise quality, but that reduce unit costs, such as cost per course or cost per student.

Implementing a cost-recovery program - As a department, we produce a significant number of high quality publications and productions, such as school curriculum or television productions. We distribute free publications every year. We can start to charge for these and reinvest the revenue in programs and services.

Reallocating existing funding - Where we believe there are benefits from changing our focus, we can reallocate money within the department. For example, we might move some resources from the top end of the school system to allow us to focus on student support - to where we believe the pay-offs will be greater in the long-run.
Another example: as a result of the federal-territorial review of income support, we anticipate there will be reallocation of existing funds - away from passive support to active support (where people receive payments for taking training courses, etc.).

Reprofiling programs - We may reshape existing programs to meet a broader need or a more specific need for a few years - for example, from a general cultural program to an elders' documentation program.

Integrating similar programs - There are a number of similar programs that could be integrated - for example, school and public library programs.

Multi-use facilities and increasing the efficiency of how we use existing facilities - All buildings in the future will be multi-use, wherever possible. We will also try to use these buildings as efficiently as possible. For example, schools stand empty for a large part of the year. Even when they are empty, we must continue to heat them. Year round schooling, evening classes and recreational use are options that we can expand.

Reducing administrative costs - Giving regions or communities blocks of funding not only provides them the flexibility to allocate resources to their priorities, but it also simplifies administration, making it more efficient and less costly.
Providing people with grants rather than contributions where appropriate has a similar effect. In all programs, we will minimize administration costs.

Cost-shared arrangements - New partnerships provide new opportunities to cost-share investment in learning. Encouraging employer participation in learning, for example, means more joint ventures can be undertaken. In this way, both parties can make efficient use of limited resources.

National cooperative efforts - Initiatives such as the Western Provinces Consortium, to develop joint curriculum, and the National Indicators Project sponsored by the Council of Ministers of Education spread the costs of developing programs among a number of partners.

Increasing the effectiveness of programs and services - Developing standards and appropriate performance measures for all programs and services lets us determine and improve the effectiveness of programs.

Promoting networks - Resources can be shared among communities and groups, thus stretching the dollars we have. The Western Divisional Boards and School Boards Curriculum Committee is an example of networking and sharing resources.

Lowering levels of service in approved programs - We may decide there are benefits to lowering the levels of service in some programs in order to raise them in others; or to introduce new programs. We will seek approval for that during review of the operational plan.

SECOND YEAR EVALUATION OF THE HEALTHY CHILDREN INITIATIVE JUNE 1999

Recommendations for Change

- There is growing recognition and acceptance throughout the NWT and Nunavut that early childhood programs are a factor in the success, health and well-being of young people, their families and communities. The value of early childhood programs has increased in a relatively short period of time, and in the last two years, HCI has contributed to this. **It is recommended that in the third year of the HCI that every effort be made to celebrate and validate the achievements of early childhood programs, and to promote HCI as an integral part of these achievements.**

- Community and human development issues are the main strengths and challenges for HCI projects. In the third year of the HCI, priority must be given to local, regional and territorial efforts which support/encourage the strengths and address the challenges. **It is recommended that a condition of HCI funding be clear demonstration of the contribution that local HCI sponsors and/or partners will make to assisting HCI projects to identify and address community and human development issues** (e.g. developing proposals, hosting regular meetings, networking/liaison, supporting HCI staff to participate in training activities). **Further, it is recommended that regional HCI committees formally assume some responsibilities for monitoring and supporting the implementation of HCI projects** (e.g. through networking with schools and other human services agencies in the community/region; encouraging the involvement of HCI staff in training and developmental activities occurring in the region; involving HCI project staff in MACA=s School of Community Government).

- Uncertainty of HCI funding has created a public perception that the GNWT is merely paying >lip-service= to early childhood programs, and to community ownership of them. It should be a priority of the HCI to work toward certainty of financial support for community-based early childhood programs in both the NWT and Nunavut. **In year three of the HCI, it is recommended that a long term strategy for early childhood programming be developed and that resources be committed to the implementation of this strategy.** Further, **it is recommended that regional HCI committees pursue project funding arrangements that reflect the >on-going= commitment implied in the operational guidelines for the HCI.**

- The first year evaluation recommended a different funding formula for small and large communities; multi-year funding agreements; and an examination of the appropriateness of and the mechanisms for distributing funding within regions (Recommendation #8 from the first year evaluation.) This recommendation has been implemented on an ad hoc basis. **It is recommended that this first year recommendation be revisited in year three.** It is suggested that funding arrangements emphasize needs rather than allocations based on an equal share of the pie.

- The fragmentation of funding continues to challenge early childhood projects and funding agencies throughout the NWT and Nunavut. Both funders and recipients of early childhood funds have a responsibility to address this issue. **It is recommended that in year three of the HCI that ECE seek consensus on a protocol agreement among all major funders of early childhood programs.** The protocol agreement should include annual meetings to ensure: gaps in support to early childhood programs are addressed; processes for securing and accounting for public funds are streamlined (e.g. single project business plan format); and strong linkages in mandates and resources are developed and maintained at all levels. This approach to collaboration should occur at the project, region and federal- territorial levels.

- To address concerns respecting funding levels, targets and eligibility and to encourage resource sharing, **it is recommended that regional HCI committees develop and communicate annual funding priorities.** Further, **it is recommended that plain language information on HCI and other early childhood funding and decision making processes be provided in newsletter and electronic formats to all early childhood stakeholders in order to improve the transparency of these processes.**

- The flexibility that exists in HCI guidelines is key to ensuring appropriate responses to community/regional needs, and to enabling public, private and non-profit community/regional groups to work together to achieve shared outcomes. **It is recommended that flexibility in guidelines be maintained. Further, it is recommended regional interpretations of HCI guidelines reflect the overall intent of the Initiative and respond to annual funding priorities.**

- Early childhood programs continue to suffer from inadequate and/or inappropriate materials, and poor access to multi-faceted and innovative approaches. **It is recommended that regional HCI committees accord a portion of the regional allocation to experimental early childhood programs (e.g. outreach or home-based projects, community or regional teams, regional projects spread over a number of communities).** These experimental programs should be rigorously monitored, and outcomes should be shared throughout the territories. The opportunity may exist for all regions to collaborate on two or three experimental projects.

- Partnerships are key to successful HCI projects. **It is recommended that partnerships among various early childhood development interests be promoted as the basic tenet of regional HCI committees.** This may be achieved through broadening the membership on regional HCI committees. Further, in light of the >second parent= role that NWT/Nunavut schools often play in child development, **it is recommended that particular emphasis be placed on building partnerships with schools and that DECs/DEAs be invited to participate as members of regional HCI committees.**

- The first year evaluation recommended the development of management and administrative tools to aid the work of regional HCI committees. **It is recommended that priority be given to developing these tools in order to facilitate internal and external monitoring and accountability of regional HCI committees.** Committee terms of reference, member responsibilities/job descriptions and clear annual funding priorities are among the tools that should be developed.

- ECOs have contributed significantly to the successes achieved by the HCI. **In year three, it is recommended that every effort be made to support and facilitate the work of ECOs.** Priority should be given to >packaging= on-line and >hard= resources commonly required by community-based projects in an effort to minimize ECO work loads (e.g. resource manuals, proposal templates, program strategies/curricula, learning kits). It is suggested that partnerships with other branches of ECE would facilitate the development of these resources (e.g. with NWT Library Services, Culture, Heritage and Language, and Teaching and Learning Centres) and that linkages with education councils would facilitate the sharing of special needs program resources.

- The regionalized approach to HCI delivery is consistent with program delivery trends within ECE and within the GNWT in general. Every effort should be made to enhance and improve the efficiencies of this approach. **It is recommended that mechanisms be established for improving communications and linkages between early childhood programs and various other ECE programs at both the regional and HQ=s levels.**

- Project and regional monitoring efforts are weak, posing risks to program users and their communities. **In year three, it is recommended that ECE develop a strategy to guide the implementation of early childhood initiatives with the GNWT.** At minimum, this strategy should require project and regional monitoring activities.

- Monitoring and evaluation provide valuable information from which to build and strengthen early childhood initiatives. **In year three, it is recommended that priority be given to monitoring and evaluation functions at both the project and regional levels.** These activities should be pursued

with consistency in all regions, and include the collection of the baseline data necessary to enable a meaningful summative HCI evaluation to occur in year three. A template using the baseline data identified in the year one evaluation would be a good first step to improving monitoring and evaluation functions.

- The collaborative efforts of H&SS and ECE in building a successful early childhood program through the HCI, are to be commended. **It is recommended that these two Departments continue to collaborate for these purposes.**

STRATEGY FOR TEACHER EDUCATION IN THE NWT
JANUARY 1998

Principles

- The teaching force of the NWT should be representative of the population. This means that the teaching force for Nunavut should be 85 percent Inuit and the teaching force for the Western NWT should be 47 percent aboriginal.
- The language and culture of NWT students should be reflected and respected in all areas of the curriculum. There needs to be sensitivity and inclusion of local language and culture to make education meaningful to students, their families and their communities. Respect for local culture fosters trust and belief in the education system.
- Education and training to develop a qualified teaching workforce must be ongoing and provide for continuous professional development. The school system is continually evolving and the skills of teachers need to reflect not only changes in the school but development in society such as technological change. Teachers today require different skills than teachers 10 years ago and skill requirements will change for teachers 10 to 20 years in the future.
- Education and training programs should be delivered as close to home as possible for the participants. Geographical barriers and associated financial costs inhibit students from taking advantage of education and training opportunities. Access to programs is enhanced through regional and community based deliveries.
- The GNWT has primary responsibility for ensuring that education and training services and supports are accessible to all residents of the NWT. Until the Nunavut government is in place, the GNWT has the mandate to ensure that these services are made available to northern residents.

Western NWT Goals

1. Increase the number of diploma graduates in all regions
2. Establish a Bachelor of Education Program
3. Implement part-time Bachelor of Education studies
4. Implement a Middle and High School component at the Bachelor of Education level
5. Implement the Aboriginal Language Certificate Program
6. Establish the Principal Certification Program under the umbrella of the Teacher Education Program
7. Introduce a teacher induction model for the first two years of teaching for all teachers in cooperation with an education partnership

Western Territories Strategies

• Increase the number of diploma graduates in all regions

In 1997, 110 aboriginal teachers were teaching or on leave in the Western NWT. According to the 1991 Census, the Aboriginal population in the West is 47 percent; therefore, 181 additional Aboriginal teachers are required to reach the goal of representation by population. Allowing for 4 percent attrition per year, the Western NWT will need to train 207 aboriginal teachers.

Considering the six-year time frame of this strategy and the available pool of prospective students, 4 community-based programs will graduate approximately 60 diploma graduates through community programs and 30 through campus-based programs for a total of 90 diplomas by 2005.

Delivery of community-based programs will be based at the three regional Aurora College campuses or in a large community within each region. Each program will consist of an Access or preparation year plus a three-year diploma. The optimal intake of 20 students per program is expected to graduate 15 teachers assuming a 75 percent completion rate.

• Provide a Bachelor of Education program through full-time and part-time studies
Since the NWT Teacher Education Program began in 1968, 51 of the 212 graduates in the NWT have completed their Bachelor of Education. Therefore, 159 former graduates have not gone beyond the diploma level. In 1996-1997, of the 82 aboriginal teachers teaching in the Western NWT, 25 held a Bachelor of Education and 2 held a Master of Education degree; the 57 remaining were teaching with a two-year diploma.

Under this strategy, Aurora College at the Thebacha Campus in Fort Smith will provide year three and four of the Bachelor of Education. Base funding will be designated for this purpose. The Bachelor of Education program will cater to teachers in the field who wish to complete their degree and new students who will complete their Bachelor of Education before beginning their teaching career. Approximately 10 graduates per year will receive their Bachelor of Education in
Fort Smith for a total of 60 by 2005.

• Implement part-time Bachelor of Education studies
Strategy resources will also provide for degree courses at various locations within the West on a part-time basis. Through distance education, on-site deliveries and summer school, 6 courses per year for a total of 36 courses will be offered during the six-year period at various locations. This should insure that students who cannot relocate to a campus for full-time study, can complete the degree on a part-time basis closer to home.

General arts (academic) courses which are part of the Bachelor of Education will also be accessible to students pursuing a University of Saskatchewan Bachelor of Arts degree, so that a portion of their degree may be completed in the NWT.

• Provide a middle and high school component at the Bachelor of Education level
Grade extensions and a growing student population through stay-in-school initiatives means additional teachers are required at the middle and high school level. This presents increased employment opportunities for northern-trained teachers and an opportunity to prepare high school teachers with an understanding of the NWT culture, environment and curriculum.

Areas of subject specializations will be identified within the Fort Smith campusbased Bachelor of Education program and these academic courses will be made available to Bachelor of Arts students in addition to teacher education students.

• Implement the Aboriginal Language Certificate Program in all regions
Aboriginal Language teachers are generally responsible for language and culture programs in Western NWT schools. In many schools, Aboriginal diploma and degree graduates are teaching at the elementary level and providing the language program to their own class; however, as few Aboriginal teachers are certified to teach in the higher grades, there is a growing demand for Aboriginal language teachers at the middle and high school level.

In the Western NWT, Aboriginal languages are more commonly taught as a second language (L2) than as a first language (L1). In 1994, 24 Western communities provided L2 programs and 3 Dene communities provided L1 programs in kindergarten to grade 3.

The *Education Act* requires Aboriginal Language teachers to be certified, by completing a one-year Aboriginal Language Certificate. In 1997 there were 25 Language Specialists teaching in the West.

To provide the language teachers needed for Western schools, the Aboriginal Language Teacher Education Program (ALTEP) will be delivered full-time in the same location as year one of the diploma

programs. As a result, three programs will be offered during the course of the Strategy and 15 people are expected to graduate within each region for a total of 45 by 2005. The one year ALTEP will be preceded by an Access program for those students who require language retrieval.

One component of the Access will be Aboriginal language immersion. Language immersion will be instructed by a linguist in partnership with elders who are strong in the language.

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Appendix A
DETAILED TASK INFORMATION

The following table outlines the actions, the purpose of the action, anticipated outcome, and planned completion date and system partner that will lead the implementation. A detailed implementation plan will be developed no later than April 15, 2002 for each action. For those actions with an earlier completion date, a plan will be developed as soon as possible.

Improved Services to People

Action	Issue	Deliverables	Time Line	Accountability
Action 5.1.1 Publish a core services document and distribute it to all households in the NWT.	· The public needs to be aware of the services offered by the health and social services system.	· A published core services document.	09 / 02	Joint Leadership Council (JLC)
Action 5.1.2 All households in the NWT will receive a self-care handbook.	· People need the tools to maintain their health.	· A self-care handbook published and distributed to all households in the NWT.	11 / 02	Department of Health and Social Services (Department)
Action 5.1.3 Establish a 1-800 family health and social supports call centre.	· Increase ability for self-care. · Provide support to workers. · Decrease non-urgent after hour call outs.	· Call Centre Operational.	12 /02	Joint Senior Management Committee (JSMC)
Action 5.1.4 Evaluate our consumer's satisfaction with the health and social services system.	· Individuals and communities need input and ownership of the system. · Program evaluation.	· Annual consumer satisfaction report completed and reported to the public.	06 /03	Department
Action 5.2.1 Formalize an integrated Health and Social Services Delivery Model for the NWT.	· Primary, secondary and tertiary services and how people access them need to be integrated. · Referral patterns are inconsistent and specialty services are scattered. · Where services are located need to be well linked.	· Service Delivery Model that details: · Primary secondary and tertiary services, · Referral patterns, · Speciality services, · Access to services, · Location of services, · Services providers, · Staffing mode, · Clarify role of NGO's in the system.	09 /02	Department

Action	Issue	Deliverables	Time Line	Accountability
Action 5.2.2 Establish integration demonstration projects based on the Primary Health Care model.	· As a foundation of the NWT health and social services system, the primary care must be coordinated and quality services provided that meet the needs of people at the community level.	· At least three operational projects. · Lessons learned from the projects incorporated into the service delivery and program integration models.	10 /02	JSMC
Action 5.2.3 Implement coordinated discharge planning throughout the system.	· People's return to the community from treatment or acute care facilities must be coordinated.	· Coordinated discharge planning protocol implemented throughout the system.	09 /02	JSMC
Action 5.2.4 Establish Collaborative Service Networks.	· Innovation and best practices support is an important element in developing a system that supports innovation and change. These networks of pooled expertise will be a valuable asset to supporting field operations.	· Collaborative Service Networks that support delivery and innovation in identified service delivery areas.	09 /02	Department
Action 5.2.5 Work with affected communities and industry to define and respond to the health and social impacts of development.	· Existing social problems can act as deterrents to northerners seeking to take advantage of employment opportunities. · Rapid development can aggravate existing problems in small communities.	· A five-year plan that supports and addresses health and social issues. This plan will identify potential project activities that will help alleviate targeted social issues.	06 /02	Department

Improved Services to Staff

Action	Issue	Deliverables	Time Line	Accountability
Action 6.1.1 Establish a comprehensive Human Resource Plan.	· Human resources are essential to delivery of services.	· A comprehensive Human Resource Plan resulting from a review of the current human resources practices.	06/03	JSMC
Action 6.1.2 Implement a competency-based model for recruiting, training, and supporting staff.	· A competency-based model will help to ensure staff have the skills, knowledge and aptitude to deliver effective programs.	· A competency based model to support the recruitment, development and evaluation of front-line staff will ensure a consistent level of service delivery across the north.	01 /04	JSMC
Action 6.1.3 All new staff will receive a standardized orientation to the NWT Health and Social Service System and cross-cultural training that reflects the character of the NWT and the region in which they are employed.	· Orientation to the NWT system of care and to the community culture is seen as a critical element in the retention of staff.	· All new staff will receive an orientation to their work and community.	09 /02	JSMC
Action 6.1.4 Establish coordinated Professional Development activities for all system staff.	· The opportunity for ongoing professional development has been identified as one of the most critical factors in retaining professional staff.	· An Integrated Employee Development Program that · Consolidates funding, · Catalogues programs, · Includes a human resource development plan for all employees.	06 /02	JSMC

Action	Issue	Deliverables	Time Line	Accountability
Action 6.1.5 Implement succession planning to ensure that all staff have access to career advancement opportunities in coordination with other Departments.	· A critical issue in the recruiting and retention of staff is the enhancement of career development opportunities and providing clear advancement pathways.	· Succession planning model developed and implemented.	03 /03	JSMC
Action 6.1.6 Expand mentorship programs to include all health and social services system staff.	· Effective mentorship programs help to ensure new staff have the skills and abilities necessary to perform their job functions.	· A mentorship program that includes all health and social services system employees.	03 /03	Department
Action 6.1.7 Implement a relief pool of professional health and social services employees.	· Vacancies in the system prevent system stability, program delivery and good service to the public.	· Staff relief pool for selected occupational categories.	09 /02	Department
Action 6.1.8 A common human resource tracking and information system will be implemented.	· Lack of common system prevents good HR planning and tracking.	· GNWT - HRIS operational in all regions.	04 /03	Department
Action 6.2.1 Unify all staff under a single employer.	· A single employer (GNWT) will allow for easier movement of staff between Authorities to meet changing needs. · Ensure equity of pay and benefits throughout the health and social services system. · Allow for better-coordinated and consistent support to staff.	· All Hay River, Lutsel K'e, and Fort Resolution staff will be GNWT employees.	03 /03	Department

Action	Issue	Deliverables	Time Line	Accountability
Action 6.2.2 Implement a single credentialling process for physicians.	· The current system is cumbersome and requires coordination across the regions.	· A single credentialling process in place and operational for physicians.	07 /02	JSMC
Action 6.2.3 Establish an expedited transfer process within the health and social services system.	· There is a need to develop a speedy process for the movement of staff within the system.	· System-wide coordination and articulation of current GNWT guidelines and policy that allows for an expedited transfer process.	03 /02	JSMC
Action 6.2.4 Ensure a safe workplace.	· One of the most important factors in attracting and retaining staff is the ability to ensure a safe and productive workplace.	· Agreement in place with communities to ensure workplace safety for all workers.	06 /02	JSMC
Action 6.2.5 Increase community acceptance and support of workers.	· Community acceptance and recognition is consistently identified by front-line workers as one of the most important factors in determining whether, and how long they will stay in a community.	· Agreements in place with communities to assist the integration of new employees into the community.	09 /02	JSMC
Action 6.2.6 Review and enhance the marketing strategy to include recruitment of all health and social services staff.	· There is an ongoing and critical need to recruit staff at all levels of the health and social services system. A marketing strategy targeted primarily at recruiting nurses and physicians was developed in 2000.	· Implement a revised and expanded marketing strategy that will include all health and social services staff.	10 /02	JSMC

Improved System-Wide Management

Action	Issue	Deliverables	Time Line	Accountability
Action 7.1.1 Establish the Joint Leadership Council (JLC) as the stewards of the health and social services system.	· The complex nature of the health and social services system requires effective coordination and collaboration between the Department, Authorities and other delivery agents. A Joint Leadership Council will provide a forum for shared leadership and decision making.	· Terms of Reference ratified by the JLC.	02 /02	JLC
Action 7.1.2 Establish the Joint Senior Management Committee (JSMC) as a forum for the collaboration and direction setting for system-wide operations.	· The JSMC comprised of the Authority CEOs and Department Executive - currently functions as a coordinating body. With the creation of the JLC the JSMC will play a stronger role in providing leadership and direction to the operations of the health and social services system.	· Terms of Reference ratified by the JLC.	03 /02	JLC
Action 7.1.3 Clarify roles and responsibilities in the health and social services system and reflect these in revised Agreements between the Department and the Authorities.	· The health and social services system is complex resulting in the need to clarify roles and responsibilities, and to reflect these clearly in the Memoranda of Agreements with Authorities.	· Clarify roles and responsibilities, and reflect these clearly in the Memoranda of Understanding with Authorities.	02 /03	Department
Action 7.1.4 Realign the organizational structure and business operations of the Authorities and the Department in order to increase clarity of roles and responsibilities.	· For effective system operations it is essential that responsibilities are clearly defined and priority placed on service delivery.	· A system-wide detailed organizational structure that reflects roles and responsibilities. · Completion of reorganization.	03 /02 09 /03	Department

Action	Issue	Deliverables	Time Line	Accountability
Action 7.1.5 The organizational structures that deliver health and social services programs and services will be referred to as Authorities.	· Current terminology does not reflect the role of the health and social services authority.	· Change the name of the Boards to Authority to reflect the current organization structure, role and responsibility.	02 /02	Department
Action 7.1.6 Realign Authority boundaries.	· Self government negotiations will result in the need to divide the current Inuvik region health and social services into two new Authorities for the Sahtu and Beaufort Delta governments · Given the complexity and breadth of the Health and Social Services programs Deninu Kue and Lutsel K'e have a limited capacity to achieve sustainability.	· Establish Sahtu Authority · Dissolve Deninu Kue and Lutsel K'e · Establish alternate arrangement for the participation of Deninu Kue and Lutsel K'e communities in directing health and social services in their communities.	04 /03	Department
Action 7.1.7 Establish forums for joint planning of interdepartmental initiatives.	· Integration at all levels is the desired future of the health and social services system. However, since the determinants of social wellbeing are very broad and beyond the scope of any single department, horizontal integration of many programs and services across departmental lines is required.	· Report on Lessons Learned with the intent of improving collaboration across departments.	03 /03	JSMC

Action	Issue	Deliverables	Time Line	Accountability
Action 7.1.8 All strategies and framework documents will demonstrate linkages and directly support the strategic plan.	· Currently not all direction setting documents link to the strategic plan.	· Demonstrate linkage and finalize all outstanding strategy documents.	02 /02 ongoing	Department
Action 7.2.1 Implement a system-wide planning and reporting model.	· Under the current business planning process, Authority business plans are not coordinated with one another, nor do Authority business plans and the Department plan link.	· Comprehensive strategic, business, operational and capital planning model.	05 /02	JSMC
Action 7.2.2 Design and implement a revised funding model.	· Authority funding has evolved into a mixture of block funding and specific program funding, largely based upon historic funding levels adjusted for expenditure growth.	· A defined funding allocation model for all Authorities. · Implement funding allocation model.	04 /03 04 /04	JSMC
Action 7.2.3 Implement a standard financial accounting system.	· Accounting packages used have differed in all Authorities, which has created difficulties in providing administrative support. · Rigorous management of financial information in terms of standard account content needs to occur.	· A standard financial system implemented across all Health and Social Services Authorities.	04 /03	JSMC

Action	Issue	Deliverables	Time Line	Accountability
Action 7.2.4 Implement a system-wide approach to fiscal accountability.	· There is a need to develop a system-wide approach to fiscal accountability.	· Fiscal accountability structure that will have the ability to take a system-wide approach to deficit reduction, forced growth and spending on service enhancements will enhance the sustainability of the system.	04 /03	Department
Action 7.2.5 Implement an information management plan.	· The current databases are not coordinated or linked. This hampers the production of reliable and useful information.	· Coordinated systems. · Quality management information.	07 / 03	Department
Action 7.3.1 Legislative amendments and new legislation required.	· Existing legislation is dated and requires revision to protect the safety of the public and define roles and responsibilities in the system.	· New and amended legislation; · Health and Social Services Disciplines Act · New Nursing Profession Act · Hospital Insurance and Medical Care Act · Hospital Insurance and Health and Social Services Act · Child and Family Services Act · Agreement on Internal Trade Amendments Bill Discussion Paper · Public Health Act · Health Information Act	06 /03 06 /03	Department

Improved Support to Trustees

Action	Issue	Deliverables	Time Line	Accountability
Action 8.1 Implement a NWT model of health and social services Authority leadership that reflects NWT priorities, roles and accountabilities.	· A model of board leadership specific to the NWT Health and Social Services Authorities is required.	· Leadership model implemented and published.	09 /02	JLC
Action 8.2 Implement a standardized process to call for nominees, evaluate nominations and appoint trustees.	· The nomination process lacks clarity and consistency regarding, standards and eligibility for Authority trustees.	· All new trustees appointed following guideline.	06 /02	Department
Action 8.3 Implement an orientation-training program that will be provided to all new trustees.	· Orientation of new trustees has been inconsistent.	· Orientation manual and materials published . · Training schedule approved.	06 /02	Department
Action 8.4 Implement a training program for all trustees as requested and on a regular schedule.	· Ongoing training on roles, responsibilities and duties of Authority trustees is needed.	· Training Manual published. · Training delivered.	06 /02	Department

Improved System-Wide Accountability

Action	Issue	Deliverables	Time Line	Accountability
Action 9.1 Design and implement an accountability framework that details the expectation for monitoring and reporting at all levels across the system.	· The accountability framework is out of date and incomplete. It must reflect contemporary business practices. There also must be a consistent accountability framework for third parties in place.	· A detailed accountability framework for all program components of the system focussing on outcomes.	09 /02	Department
Action 9.2 Introduce a system-wide performance measurement and reporting system.	· There is a need for regular, comprehensive reporting on the performance of the health and social service system.	A comprehensive plan for monitoring and reporting on system performance that focuses on program performance and includes: · Publication of annual reports on health status of NWT residents, · Annual reporting on measure of broad health and wellbeing.	06 /02	JSMC
Action 9.3 Develop and implement the capacity for program evaluation throughout our system with emphasis on collaborative practice.	· System requires a consistent and concise program evaluation. · Programs have not been consistently designed with evaluation in mind, thus making it difficult to gather data necessary for effective evaluation.	· Monitoring and evaluation frameworks in place for all new initiatives and programs.	04 /03	JSMC
Action 9.4 Reporting on the implementation of the Action Plan.	· Reporting the results of Action Plan activity is important.	· Published status reports.	Service available beginning July 1, 2002	JLC

IT TAKES A COMMUNITY
A REPORT TO THE NWT DEPARTMENT OF HEALTH & SOCIAL SERVICES ON CHILD WELFARE SERVICES IN THE NWT – MAY 2000

A. Address Issue of Systems Management and Development of an Accountability Framework

Priority

1 15. A process be developed to further clarify the respective roles and responsibilities of the HSS Boards and the Department in terms of governance, management and service delivery level. The objective is to vest the operational responsibility for the delivery of Child Protective Services at the HSS Board level, and overall funding and regulatory responsibility with the Department, within an environment of partnership and collaboration.

- A mechanism for delegating the authority of the "Director" to senior HSS Board staff with legislative support be developed to permit the Director functions to be retained at the HSS Board level. Such delegation should be supported with training, development and a decision review process. The current NWT Health Care Association re-examine its Terms of Reference to accommodate the Social Services envelope in equal measure to Health services, with particular reference to the child protection responsibility
- Supported by the Department and the NWT Child and Family Services Advisory Committee, the Association assume responsibility for ensuring Boards of Trustees and senior managers receive a comprehensive orientation to child welfare services that would strengthen their understanding of their child welfare responsibility and its fit within the Health and Social Services mandate.
- A protocol be developed for all HSS Boards which constrains Board Trustee from direct involvement in child protection cases, and which defines a Conflict Resolution Process to resolve when someone breaks the protocol.
- A Standard Orientation module for all Boards be developed by the Department in conjunction with the Child and Family Services Committees.

2 16. Departmental personnel currently referred to as Consultants be assigned the responsibility of ensuring the HSS Boards are in compliance with the child welfare Legislation, Regulations, and Standards, to monitor the funding agreement to ensure the allocation is spent accordingly, and to monitor that the HSS Board has appropriate safeguards and quality assurance mechanisms in managing the child welfare service to meet the expectations and intent of the Act.

- Rather than the consultants having Program Area responsibility, they would have Systems Coordination and Liaison responsibility for HSS Boards. The HSS Board support functions would be carried through the relationship between the HSS Board and their respective Departmental Consultant. The Departmental Consultants could carry a program function as well, with each assigned a lead role similar to their current responsibilities. There appears to be sufficient capacity within their workload to accommodate such a model.

3 17. The Department and HSS Boards of Trustees work together to develop mechanisms which will strengthen internal accountability regarding child welfare. This will require developing a system where child welfare funding to HSS Boards is built on contractual agreements which include such elements as:

- To monitor prudent and effective management of public funds, the contract require that the HSS Board of Trustees affirm it is in compliance with all statutes and regulations, guidelines and policies that accrue to child welfare;
- To monitor whether HSS Boards have the capacity to fulfil their responsibilities, the contracts require HSS Board of Trustees' affirmation of activities to establish an orientation for new Board Trustees on the roles and responsibilities of Board members, and on the program area of child welfare, with supporting information materials;
- To monitor that the HSS Boards of Trustees understand the expectations concerning their delivery of child welfare services, the contract include a description of program areas with clear

outcome statements related to the Departmental vision for child welfare, each having clearly articulated expected results and performance measures.
• To monitor performance, the contracts require the HSS Boards of Trustees to report financial and service data elements in a standardized format and agreed upon performance measures on an established cycle to the Department through the Departmental Consultant.

4 18. HSS Boards have policies and practices in place to guide child welfare allocation decisions, and that the decisions and rationale are accessible to HSS Board management, staff and the community in order to ensure the child welfare budget and allocations processes are open and transparent for interested stakeholders.

5 19. The child welfare allocations for the HSS Boards be reviewed based on agreed-upon measures such as workload, population, geography and other relevant criteria with a view to establishing funding and resource equity amongst the Regions. A time-limited strategic redistribution plan, if needed, would follow from the review.

6 20. The Department, in partnership with the NWT CFS Advisory Committee and the HSS Boards, develop an Action Plan for Child Welfare Services to guide subsequent activity in child welfare reform.
• Meaningful participation from all stakeholder groups, including children, youth, their families, and aboriginal organizations is essential. It is also necessary to resolve some of the ambiguity related to the "who does what" of direct service.

7 21. Each HSS Board have a Public Relations Strategy concerning its child welfare programs which includes regular communication with community stakeholders through communiques, meetings and round table discussions.

8 5. A position of Child and Family Advocate be established whose responsibility it is to ensure that the rights of children and their families are articulated and respected, that children and their families have access to an independent arbiter if they believe their rights are abrogated, to monitor the functioning of the child welfare service and provide the Legislature with an annual report on the systemic issues which impact the children within its charge.
• The Advocate can either report to the Legislative Assembly in a model similar to Ontario's, or work from the Department of Health and Social Services. The latter is useful as a short-term solution, but is undesirable in the long term as an arms-length relationship to the Department is necessary to avoid real or perceived conflict of interest.

9 6. A Formal Complaints Procedure be in place at all levels of the child welfare program, which is distributed to all service recipients at the beginning of the service, and provides the opportunity for complaints to be heard in a structured, impartial and respectful manner.
• As conflicts also arise amongst service partners, a comparable formal written Conflict Resolution Mechanism should exist at the HSS Board level to resolve conflicts or disagreements within the service sector. The HSS Boards may require access to professional support for mediation of disputes and assistance with a stalled process when needed.

B. Development of the Information and Reporting Mechanisms that are necessary to support Systems Management and Accountability

Priority

1 22. Service and financial data on the child welfare program be collected in a systematic way by each HSS Board concerning their respective Regions and reported to the Department.
• The Department provide the HSS Boards with comprehensive aggregated information on the child welfare services within NWT to develop their understanding of the program and to guide their policy and resource allocation decisions.

2 23. The Information System, (CFIS), in development be designed to serve the stated interests of the frontline worker. The Information System must inform, frame, and define practice in a meaningful way so that it becomes a tool for the social worker or it will not be supported. It must not have the net impact of making their work more complex or more difficult.
• The Information System be well field tested to ensure relevance to the frontline workers, (or it will suffer the fate of so many in the jurisdictions, where the input was so unreliable that there was little validity in the data.)

C. Strengthening of the Aboriginal Presence and World View in the Child Welfare Program

Priority

1 1. The Department and its NWT Child and Family Services Advisory Committee ensure that there is meaningful input from the aboriginal communities on the activities that are necessary to ensure that the child welfare legislation, regulations, practice standards, and direct services reflect the needs, interests, and character of the aboriginal peoples.
• The Terms of Reference and membership of the NWT CFS Advisory Committee should be reviewed to ensure that its purpose statement supports an active role for the aboriginal communities in guiding the development of the child welfare program, and key stakeholders are represented.

2 2. A process be established with the HSS Boards and the Department to develop strategies to recruit and retain Aboriginal persons to senior staff positions within the HSS Boards and Department with a view to ensuring that the management of child welfare and related services are representative of the world views, experience, and interests of the Aboriginal nations.

3 3. The relationship between the respective roles and responsibilities of Aboriginal Bands and Child Welfare Services be discussed in each community to provide clarity about their mutual interests in the delivery of services to Band children and their families.

4 4. Under the direction of the Child and Family Services Committee, a Working Group be struck to look at the feasibility of developing a community structure, using the Child and Family Services Committee as a platform and following the example of the Community Justice Circles, which considers community options for at-risk children and their families which would be driven by the world view and practices of the Aboriginal community.

D. Clarifying Legislation

Priority

1 8. The time limit for the establishment of a Plan of Care Committee and a Plan of Care be reviewed to consider the realities of direct service logistics. The new time limit should be determined through consultation with child welfare services and community service providers to reflect a balance between direct practice capacity and best practice standards.

2 9. Similarly, all timelines in the legislation be reviewed to balance system capability and best practice standards.

3 10. The legal processes required by the Act be simplified and legal assistance is readily available for Child Protection Workers.

4 11. Clarity is assured on the fact that a Treatment Plan and Plan of Care established in one Board area has force across the Territories.

5 7. Legal supports be developed for non-abusing parents, such as through restraining order enforcement or alternative legal mechanism in remote communities on a 24 hour basis, so that more children can remain in their own homes safely. A protocol between the child welfare and legal authorities could be constructed to address the issue.

E. Strengthening the Child Welfare Program Development and Management

Priority

1 24. The appropriate financial resources required to properly implement the legislation are provided.
• Currently, resourcing falls short in supporting the family support early intervention intentions of the Act. Governments tend to be short-sighted in not allocating resources to prevention and early intervention services. Invariably the short term cost is significantly less than the long term cost consequence of not providing the services.
• The NWT CFS Advisory Committee review the current level of supervisor and social worker resources and deployment in the Territories, and make recommendations to address staffing shortfalls in order to ensure that there are sufficient human resources to meet the requirements of good practice, and the CFSA Standards.
• There is a pressing need for two additional supervisors in Yellowknife, and one additional supervisor each in Inuvik Region and Deh Cho. The Hay River supervisor position should be filled immediately, and one additional supervisor hired to support Deninu and Lutselk'e.
• A process should be immediately put in place to do a detailed analysis of supervisory coverage in all Regions to rationalize further supervisory needs, taking into account the CWLA Standards, and the impact of travel and access on the supervisory capacity.

2 25. An assessment of administrative resources be undertaken at the HSS Board level to increase the clerical and administrative support to social workers.

3 26. Social workers have ready access to vehicles, or a reasonable reimbursement for use of their own vehicles, if the child protection mandate is to be met.

4 27. An Inter-Departmental Committee for Children and Youth be established which reports to the Assistant Deputy Ministers of the Departments of Health and Social Services, Education, Culture and Employment, and Justice. The Committee membership should have equal representation from each of the three Departments and a supporting Terms of Reference directing the Committee to look to the spectrum of shared concerns for children and youth, crossing over jurisdictional boundaries, and resolving jurisdictional conflicts and inconsistencies.
• The NWT CFS Advisory Committee, in conjunction the Inter-Departmental Committee for Children and Youth, examine the needs of the 16-18 year old group, and make recommendations to fill the void in services and jurisdiction. The Working Group should include youth, parents and community representatives, and members of the community services.
• The Inter-Departmental Committee for Children and Youth support the Department and HSS Boards to develop opportunities to reinvest funds for integrated prevention and early intervention programs. The Committee should develop a policy which drives the development of such programs across the Territories. A process to look at successful early intervention models and how these would fit in NWT would be advisable.

5 28. HSS Boards be authorized to divert in-care dollars to provide early intervention home support services as an alternative to admitting children to care where it is safe to do so.

6 29. The Inter-Departmental Committee determine the extent and impact of Confidentiality Barriers across sectors which limit the sharing of information in child protection matters, and recommend action to remove those barriers.

7 30. Aboriginal organizations which receive notice of CFSA action develop a policy and practice related to the management of confidential child welfare information to protect aboriginal clients from breaches of confidentiality. Band training on Confidentiality and Protection of Privacy would be important.

8 31. The NWT CFS Advisory Committee, HSS Boards and Department jointly undertake the development of an NWT Resource Development Strategy to examine the foster and group care needs of the Territories. Activity would be directed to establishing foster and group care standards, recruitment, screening, assessment, and training processes, and program monitoring and evaluation.
• Foster and group care standards included in the Regulations.
• The development of group care within NWT to repatriate the children being referred South would be an important objective.
• Kinship and customary care placement options would be a focus of interest.

9 32. The Department include in its Quality Assurance responsibility, the annual file reviews as stated in the Standards, and an annual review of each permanent ward.

10 33. The Department and HSS Boards collaborate on developing tele-medecine style technology in isolated communities and a network of contractual mental health experts to provide consultations and assessments by voice, e-mail, or through video to children's services.

11 34. The existing multi-rater performance appraisal system be implemented for all management and staff, supplemented with training on staff development, working with staff who are performing below expectation, and progressive discipline.

12 35. The Department and Boards develop a strategy to enlist the local businesses as partners in developing effective community services for youth.

13 36. The NWT CFS Advisory Committee, in conjunction with social workers, HSS Boards and Department, review the ratio of " children placed" to " children served at home" and recommend action to ensure good practice admissions decisions are being made.

14 37. The Department actively encourage, resource and support the revitalization of the NWT Foster Parent Association.

F. Strengthening the Child Welfare Case Practice

Priorities

1 38. Provision be made to hire an additional 22 social workers, the deployment of whom to be determined by a detailed analysis of workload by region. Of pressing concern, however, are Yellowknife and Deh Cho, which should receive particular immediate attention.

2 39. Supervisors be required to meet with their staff individually at least bi-weekly, and as a Team monthly, to review cases, monitor and manage workloads, problem-solve and trouble shoot.

3 40. Every case file include a service plan which engages the child and the family, and their formal and informal supports, in a strengths-based, goal-directed collaborative rehabilitative action.
• Templates, face-sheets, checklists, recording outlines and similar tools be developed with and for the social workers to structure and facilitate their practice.
• The Standards require all files to contain a Social Work Assessment, Social History, Quarterly Case Summary, and service plan to be developed within 10 days of a case being opened and which is reviewed at the Quarterly Case Summary meeting with stakeholders. The term **SERVICE PLAN** is used to distinguish it from the **PLAN OF CARE**, but, except for the legal entity co-opting the term plan of care, the two terms are interchangeable.

• The Service Plans articulate the services that are to be provided to families while their children are in care which will support repatriation or continued alternative care, based on a Permanency model.

4 41. Social workers and supervisors be provided with Risk Assessment, Eligibility, and Parent Capacity tools to support their case decision-making, and the training necessary to use them correctly.
• Management tools be developed and put in place, such as quantified case data, workload information, performance appraisal processes which support good management practice. Concurrent training on the use of the tools will be necessary.

5 42. Social Workers and supervisors utilize intervention strategies which effectively involve community partners and families in a new service planning paradigm so that the intent of the Plan of Care is respected, and included in all cases.

6 43. A decision-making framework be developed which governs case openings and admissions to care. Use of Risk and eligibility measures should be included.
• Each potential admission to care be scrutinized in terms of possible alternative uses of the funding which will be necessary to provide in-care services, with a view to diverting those funds to support the child in her or his home or community if that is a preferable intervention.

7 44. A Case Review process be developed at each HSS Board to scrutinize all admissions to care in order to monitor the investment of resources in in-care services weighed against the investment of the same resources in in-home services.
• Review the cases of all Territorial children referred for placement, or placed, outside NWT both at the point of referral and ongoing, to consider opportunities to invest the resources in more appropriate services closer to home.

8 45. In conjunction with the Aboriginal Communities Advisory process and the NWT CFS Advisory Committee, a Case Management Working Group that is cross-regional and multi-disciplinary, ensure a case management model for NWT is articulated and inserted in the Standards Manual. The Group should become informed about innovated approaches such as Wraparound and Multi-systemic Therapy, and assess their applicability to the NWT experience. There are several accrediting bodies in North America which have developed excellent detailed Standards to address child and family services best practice. One such is the Council on Accreditation of Services for Children and Families, (COA). The COA Standards can serve as a meaningful blueprint in the development of good case management practice.
• The case management models be consistent with the needs and best interests of Aboriginal children and their families. A process should be implemented to review both traditional practice and knowledge and current mainstream practice to be used as a basis for legislative, regulation, policy and program development. The objective is to incorporate the Aboriginal world view into the child welfare program.

9 46. The NWT CFS Advisory Committee, in consultation with the Aboriginal Communities Advisory process, develop a **Permanency Planning Framework** relevant to the NWT experience that is respectful of the history, culture and traditions of northern communities and their Aboriginal people.

10 47. The number of forms and complexity of administrative and legislatively driven documentation be rationalized and simplified through a process involving frontline staff.

11 13. An Inter-Departmental Committee determine the extent and impact of Confidentiality Barriers across sectors which limit the sharing of information in child protection matters, and recommend action to remove those barriers.

12 14. Aboriginal organizations which receive notice of CFSA action develop a policy and practice related to the management of confidential child welfare information to protect aboriginal clients from breaches of confidentiality. Band training on Confidentiality and Protection of Privacy would be important.

H. Training Needs

1 48. A comprehensive NWT Human Resource Development strategy be developed which includes recruitment, competency-based supervisory training, competency-based social work training, cultural competence, performance standards, opportunities for advancement, and professional development.

2 49. Training be provided to support the development of skills which coordinate service partners and engage families and their representatives. Training will need to address attitudes and values as well as skills and interests.

3 50. Training be instituted for social workers and supervisors on the process of undertaking service planning for all cases, how to engage the players who should be involved, and how to manage and monitor the plan.

4 51. Social workers and supervisors be trained to do social work assessments, and social histories for all families served.

5 52. Social workers and supervisors receive training on the development of concurrent and permanency planning, and how to build these elements are built into a service plan for children.

6 53. Supervisors receive refresher training on their performance requirements under the CFSA, the Regulations and Standards with which they must comply, such as their responsibility to undertake case and file reviews as outlined in the Standards Manual.

7 54. Additional training and orientation be undertaken with children's services staff and supervisors/managers to ensure a comprehensive understanding of the CFSA legislation and regulations. An understanding of how the legislation translates into service delivery decisions also needs to be better understood. The link between the CFSA and complementary Education, Justice and Income Support should be included.

8 55. A child welfare supervisory training module be implemented to provide supervisors with the skills to be effective human resource managers in the field of child protection, including the development of leadership abilities. There are modules available through CWLC and CWLA, and through the Ontario Association of Children's Aid Societies which can serve as models, or be purchased "off the shelf."

9 56. Training be provided for foster parents and group home providers on the CFSA and its implications for their role in service delivery.

10 57. Training address attitudes and values of social workers, managers and foster parents, as they impact on the professionalization of foster families, asserting them as partners in the planning and delivery of care to children.

11 58. Periodic joint training in investigation, court processes, and records management between social workers and RCMP be provided as a means to build better working relationships and provide a base for a common understanding of legal requirements.

IT'S TIME TO ACT (CUFF REPORT)

The Legislative Environment

1. We recommend that the Government approve a new piece of legislation "An Act to Establish the NWT Health and Social Services Authority and Regional Services Authorities" which clearly outlines the roles and responsibilities as recommended herein for the proposed new system.

2. We recommend that the Department develop a "Legislative Review Team" to review and recommend revisions to the present legislation with the objectives of:
   - Simple language (user friendly)
   - Clarity of roles; elimination of any overlaps
   - Reduction in the number of pieces of legislation.

3. We recommend that the Department contract with experienced external legal counsel to conduct the above review and to recommend changes to the legislation in keeping with the tenor of this Report. "An Act to Establish the NWT Health and Social Services Board and Regional Services Authorities" should be the first order of priority.

4. We recommend that a new Public Health Act and a Health Disciplines Act be considered as top priorities by the proposed Legislative Review Team.

5. We recommend that the requirements for the registration of Authorities, and previously the Boards, under the Societies Act be eliminated.

6. We recommend that the document *Core Services of the Department of Health and Social Services* be reviewed and amended to provide greater flexibility for the Authorities in the level of service provided for individual core services, in order to operate within approved budgets.

Principles Guiding The New Health And Social Services System

7. We recommend that the Government endorse the proposed "System Principles" which guide the design and implementation of a new way of providing health and social services to the residents of the NWT.

Department Roles And Structure

8. We recommend that the Government endorse the need for a more streamlined and focused role for the Department of Health and Social Services which concentrates its resources in the areas of strategic leadership, goals and priorities, monitoring and measurement and endorse the proposed Statement of Departmental structure, roles and responsibilities.

9. We recommend that the NWT Authority engage in a process to develop an NWT Health and Social Services Plan for submission to the Minister; and that this Plan involve the participation of all relevant stakeholders.

10. We recommend that the Regional Services Authorities engage in a process of consultation with their regional partners and develop a regional strategic plan.

11. We recommend that the Department submit a restructuring and revised staffing plan to the Minister.

Governance Structure

12. We recommend that the present delivery system model and resulting boundaries (which reflect nine (9) Boards of Management) be rescinded.

13. We recommend that a new model of providing health and social services be established based on the following key components:
    - An NWT Health and Social Services Authority
    - Three Regional Services Authorities as follows:
        - Northern Regional Services Authority (based in Inuvik)
        - Central Regional Services Authority (based in Yellowknife)
        - Southern Regional Services Authority (based in Hay River)
    - Local Community Services Councils as approved by the Regional Services Authorities.

14. We recommend that the principal function of these bodies be as follows:

NWT Health and Social Services Authority

- Coordination of delivery systems within and between all hospitals and health centres; coordination, supervision and direction of the acute care services including where and how these are delivered
- Coordination of the provision of social services to all residents of the NWT
- Coordination of all recruitment and placement activities for medical/social services professional staff; authority to enter into secondment arrangements with the Regional Services Authorities for all professional staff
- Provision of short term professional staff replacements
- Delivery of coordinated non-management support services functions including: finance; information technology; human resources; records management
- Coordination of services provided by non-governmental organizations
- Back-up support to the regional health and social services authorities
- Training for social workers throughout the NWT
- Submission of three year Business Plans to the Department of Health and Social Services
- Approval of annually submitted budgets from the RSAs

Three Regional Services Authorities

- Coordination and delivery of community health and social services to all residents within the region
- Assurance that all residents of the region have adequate and timely access to necessary medical services
- Coordination of the community health and social services providers within the region
- Supervision and direction of all staff working in the region (except as otherwise delegated to the NWT Health and Social Services Authority) including those on a secondment arrangement from the NWT Authority
- Collaboration with appropriate non-governmental agencies which offer services within the range of responsibilities of the regional authorities
- Consultation with all community health and social services councils and communities served by that regional authority
- Development of detailed budget submissions for approval by the Board of the NWT Health and Social Services Authority
- Approval of expenditures within the NWT Health and Social Services Authority budget allocation
- Authority to delegate the approval of budget allocations to the CAO
- Authority to delegate other operational issues to the CAO (within the policies as approved by the Board or as established by legislation)

Local community services councils

- A consultative mechanism to provide input and advice to the RSA relative to the provision of local health and social services
- Authority to hold bi-monthly meetings with the residents of the community in order to seek input on any matter deemed relevant to the delivery of services at the local level
- Such community services councils may be incorporated within a larger community framework or may be a stand alone entity
- Authority to propose changes in service delivery to the RSA and/or a re-allocation of current budget dollars
- Authority to provide input to the annual budget process of the RSA and/or the Business Plan process

Accountability In The System

15. We recommend that Government ensure the establishment of clear lines of accountability in the system. Thus, we recommend that:

- The Minister of Health and Social Services be accountable for the following:
  - establishing and enforcing the legislation
  - ensuring the overall quality of health and social services in order that the needs of residents are met
  - ensuring access to services
  - promoting health and wellness
  - monitoring and evaluating programs and outcomes
  - working with professional organizations
  - administering the legislation
  - sharing information with other departments within the GNWT and other Governments.

16. We recommend that the Board of the NWT Health and Social Services Authority be held accountable to the Minister of Health and Social Services with responsibility for the functions as outlined herein.

17. We recommend that the Regional Services Authorities be accountable to the Board of the NWT Health and Social Services Authority with responsibility for the functions as outlined herein; and that, in the case of any conflict or confusion as t to approvals sought and gained, that the RSAs recognize that they are ultimately accountable to the Minister of Health and Social Services.

18. We recommend that the community services councils with responsibility for the functions as outlined herein, be deemed accountable to the RSA for that region and, in the case of any conflict or confusion, an appeal with respect to roles or authority would be resolved by the NWT Health and Social Services Authority.

Clusters Of Service

19. We recommend that the NWT Health and Social Services Department ensure that the NWT Authority has adequate resources to carry out its assigned functions.

20. We recommend that the NWT Authority utilize a cluster method of service delivery as the most practical method of ensuring the availability of professional and key administrative resources where they are in greatest need.

21. We recommend that the NWT Authority delegate to each Regional Services Authority sufficient resources to adequately meet the needs of those residents of that region.

Board Governance System

22. We recommend that the Department and the NWT Authority endorse the proposed NWT Model of Board Governance as outlined herein.

23. We recommend that the Department (through the NWT Authority) arrange for training of all Board members in this proposed model and that such training be made available to all members of the Board of the NWT Health and Social Services Authority and the members of the Regional Services Authorities.

24. We recommend that the membership of the new Boards (as recommended) be appointed by the Minister; and that all members of the current Boards be deemed eligible to apply to the Minister for membership on the new Boards.

25. We recommend that the Minister take steps to standardize the system of appointments through establishing a Board Member Nominating Panel which is charged with seeking nominations to these recommended Boards. The panel should stay empowered by the Minister to advise on ongoing appointments which are necessary by virtue of those stepping down from their appointment or whose position has been revoked for one reason or another.

Board Management Systems

26. We recommend that the Department approve the proposed structure of the NWT Health and Social Services Authority insofar as the functions of that Authority are identified.

27. We recommend that the proposed structure of the Regional Services Authorities be approved insofar as the functions of the Authorities are identified.

28. We recommend that the proposed functions of the President and CEO (chief executive officer) of the NWT Authority be endorsed in principle and conveyed to the first Board of Directors of the NWT Health and Social Services Authority for their consideration and adoption.

29. We recommend that the contract of the President and Chief Executive Officer be the responsibility of the NWT Authority.

30. We recommend that the proposed functions of the chief executive officer (CEO) of the Regional Services Authorities be endorsed in principle and conveyed to the first Board of Directors of the respective Regional Services Authorities.

31. We recommend that the contract of the Chief Executive Officer be the responsibility of the Regional Services Authority.

System Financing

32. We recommend that the revised Business Planning Process as outlined by this report be adopted.

33. We recommend that the directions included in the Sierra Systems Consultants report titled *Information Management / Information Technology Strategic Plan* be applied within the governance structure and priorities of this Action Plan.

34. We recommend that financial and operational information systems be developed through a step-by-step basis based on utilizing the Financial Management Capability Model published by the Office of the Auditor General of Canada.

35. We recommend that financial information and transaction systems, chart of accounts, operational data collection systems, and payroll systems be standardized across the Department and the Authorities.

36. We recommend that the Department provide guidelines for the auditors appointed by the Authorities, with the guidelines standardizing the minimum content of financial statements and areas required to be covered by management letters.

37. We recommend that funding of health and social service programs be undertaken on the basis of the funding model and principles included in this Action Plan.

Recruitment And Retention

38. We recommend that a Professional Resources Recruitment Team be established and that the following terms and conditions apply:
- This should be headquartered and coordinated through the NWT Health and Social Services Authority with a specialist team chosen under that umbrella
- The team should consist of: a Territorial Recruitment Specialist; a representative of the NWTMA; NWT Nurses Association; senior staff of two Regional Services Authorities; and a cross-section of representatives of the other professions
- The team should meet no less than 10 times annually to discuss objectives, targets and progress
- The team should develop a person and professional profile of what resources are needed and for what specific areas of the NWT; consideration should also be given to developing the type of employment agreement which permits some degree of transfer within the whole NWT system
- The team should report jointly and no less frequently than twice annually to the President and CEO of the NWT Authority and the Leadership Council of Chairs

39. We recommend that a benefit package for professional staff (including a review of housing, vacation, and travel benefits) be reconsidered in the overall context of a recruitment and retention policy framework.

Service Delivery

40. We recommend that the integration of health and social services continue to be promoted at all levels, and that more emphasis be given to an Integrated Case Management approach at the regional level.

41. We recommend that any self-government bodies which negotiate for the authority to establish the laws and delivery structure of certain social services be encouraged to contract with the proposed NWT Health and Social Services Authority to have the local Regional Services Authority provide the human resources for such services.

42. We recommend that The Professions Advisory Council be established under the guidance of the Deputy Minister and consist of representatives of each of the professions who are involved in the delivery of services to patients/clients. The representatives should be nominated to this Council by their respective organizations. The Council's terms of reference should include:
- Assessment of the current approaches to service collaboration and integration
- Review of those factors which are viewed as impediments to effective service integration
- Review of the breadth of professions and technical groups whose mandates may be impacted by service integration; recommendation as to their role in relation to this Council
- Recommendations to the Deputy Minister as to what administrative resources will be required by the Council to assess this mandate

- Regular reports to the Deputy Minister (3 times annually) on steps towards improving service integration.

43. We recommend a more concerted effort be taken to address the public health concerns and issues of NWT residents. To this end, it is recommended that a NWT Public Health Advisory Committee be established to assist and advise the Minister and the Chief Medical Officer of Health by advising as to key areas of concern; potential public health strategies; and methods of increased communication.

44. We recommend that the position of Chief Medical Health Officer be retained in the structure of the Department; that one of more Deputy Medical Officers of Health positions be established within the structure of the NWT Authority; and that public health responsibilities be delegated to senior public health staff in each of the RSAs.

45. We recommend that health centres employing only one nurse either be closed or be expanded to a minimum of at least two nurses plus other professional and/or support staff. If they are closed, a concurrent strategy will be required to announce how health care will be available to those communities involved.

Non-Governmental Organizations

46. We recommend that the NWT Authority develop a series of policies and protocols with regard to its proposed relationships to Non-Governmental Organizations. These policies and protocols should address:
- Areas of service delivery
- Reporting relationships
- Budget process (financial and program accountabilities)
- Business planning
- Lines of Communication
- Performance measures

47. We recommend that increased attention and resources be placed in a "community development strategy" which has as its goal "a caring community".

Training And Development

48. We recommend that the NWT Health and Social Services Authority develop a high quality board orientation and governance orientation program for all Board members who are appointed to the first Boards of the four Authorities.

49. We recommend that the NWT Authority develop and oversee an ongoing training program for Board members based upon the philosophy and principles included within the NWT Model of Board Governance. A part of this training should include sessions on:
- Principles and Practices of Governance
- Conduct of Board meetings
- Policy Development (The Role of a Board)
- Business Planning (The Role of a Board)
- Decision-Making (The Role of a Board)
- Performance Assessment (The Role of a Board)

50. We recommend that the nurse practitioner program at Aurora College be supported, and that appropriate designations and compensatory recognition of graduates be considered as essential aspects of the process.

The Action Plan

51. We recommend that the Deputy Minister appoint an Action Plan Monitoring Team to:
- Ensure that the Report Recommendations as approved are acted upon within the timelines as established
- Report to the Legislative Assembly (or a Committee thereof) on the progress made relative to the Report
- Recommend to the Deputy Minister what actions should be taken and in what sequence.

52. We recommend that the current staff be regularly updated with regard to how present functions will be deployed under the new model and where senior management expects to place their specific responsibilities.

53. We recommend that an orientation process for all staff into their proposed positions be held immediately after the new structure is announced.

54. We recommend that the Department ensure that it publicizes, on a monthly or bi-monthly basis the status of these recommendations until such time as they are officially approved and implemented, or dismissed outright or deferred to a later date.

55. We recommend that a Forum on Personal and Community Well-being be held within 90 days of the adoption of this Report to begin the drafting of an NWT Health and Social Services Plan setting out the respective roles and commitments of each of the stakeholder groups. We envision a small, select and representational group who will be empowered with the task of drafting principles and action steps for not just individual groups, non-governmental organizations and the private sector, and communities, but for the NWT as a whole. Such a task force should be placed under the guidance of the proposed new NWT Authority.

56. We recommend that Annual Minister's Annual Forums should be scheduled thereafter which are focused on identifying areas of progress, best practices and challenges. One of the values of such a Forum will be the recognition that, in spite of the many challenges and even setbacks, that real progress is being made on many fronts. Forums should be scheduled thereafter which are focused on identifying areas of progress, best practices and challenges. One of the values of such a Forum will be the recognition that, in spite of the many challenges and even setbacks, that real progress is being made on many front

LIVING WITH DISABILITY... LIVING WITH DIGNITY
Needs Assessment of Persons with Disabilities in the NWT – Summary Report

Recommendations:

1. The partners sponsoring this Needs Assessment of Persons with Disabilities in the NWT, use the findings to plan appropriate programs and services for people in the NWT affected by disability

2. The partnership established for this Needs Assessment continue in order to ensure that appropriate programs and services for people in the NWT affected by disability are implemented.

3. The partnership established for this Needs Assessment communicate the findings and intended actions to the general public.

4. Responsibility for disability issues within the Government of the NWT be clearly identified and communicated to the public.

5. Those factors limiting collaboration in this Needs Assessment be addressed by the partners both in the example that they set and the message they send to service providers and organizations delivering programs/services/supports to persons affected by disability.

6. The partners begin discussions with the GNWT Department of Education, Culture and Employment to identify complementary approaches to addressing the needs of children/youth with disability and their parents/caregivers, as identified in this needs Assessment and the Department's Student Needs Survey.

7. Lessons learned from this Assessment be applied to Phase 2 research into psychiatric disabilities.

MENTAL HEALTH NEEDS ASSESSMENT
Summary of Focus Group Data
NWT 2001

EDUCATION
The category of Education reflects the need for education services in the communities

- Mental Health & Disabilities
  - Education about mental health, mental illnesses and mental disabilities is needed so community members do not react with fear to people diagnosed and are not afraid of asking for in help for fear of being diagnosed with a mental illness or disability
- Availability of Services
  - Community members need to know what services are available and how to access those services including where they are located and who they should speak to
- Healthy lifestyles/Health promotion
  - Hold courses on how to live healthy lifestyles, including courses on: anger management, family relationships, parenting skills, life skills, communication skills, personal development, self-esteem, and job training/shadowing
- Alcohol, Drugs and Addictions
  - More awareness programs are needed, both in the schools and to the general public regarding the dangers of alcohol, drugs and addictions.
- General Education
  - Includes adult education, literacy, stay-in-school programs
- Label/Stigma/Fear
  - Mental illnesses/disabilities cause fear and people are afraid to be labeled as "crazy"
- Train Aboriginal people/Locals
  - Train local people to become: para-professionals, nurses and teachers
- Training is required
  - Community people need training in mental health

STAFF
The category of Staff reflects problems with the current, permanent staff that the clients deal with when accessing mental health services.

- Turnover is a problem
  - High rates of staff turnover cause problems for clients. They have to re-explain their problems and are upset when they don't know who is going to be there the next time they go in for help
- Unqualified/Needs training
  - Staff are unqualified and require further training or retraining
- Need support in the schools
  - Kids with mental illnesses and mental disabilities need extra support in school
- Outreach

- Staff need to go out into the community to help people, they cannot sit at their desks all day and wait for clients to come to them
- Ethics/Code of conduct
  - People in positions of trust need to be healthy, criminal records check need to be done for all workers, they should be alcohol and drug free
- Understaffed
  - There are not enough employees to adequately provide services to the community
- Attitude
  - Staff need to have compassion and need to treat clients with respect
- Overwhelmed/Overworked
  - The staff are over worked, case loads are overwhelming and they get stressed out. Clients as well as service providers noted this.
- Need to learn about our culture
  - Staff need to learn about the culture of their clients to better serve their needs
- Trust/Relationship problems
  - There is a lack of trust in the GNWT and clients have a problem relating to employees of the GNWT

SPECIALISTS/PROFESSIONALS

These are comments about the specialists and professionals that come into the community in order to give services, these include but are not limited to: dentist, psychologist, and doctor.

- Too infrequent
  - Specialists come into the communities too infrequently
- Should stay longer
  - Specialists do not stay in the communities long enough to see everyone who needs their services
- Consulting problems
  - Clients expressed displeasure at the specialists' response to their concerns, they feel the specialists are not listening to them and are just prescribing pills instead of really helping
- Wait to see them
  - Once the specialists are in the communities clients must wait hours to get in to see them

THE SYSTEM

These include comments about how the GNWT and the Department of Health & Social Services operate.

- Confusing
  - Clients feels overwhelmed by the GNWT, they don't understand how the system works, where to go or who to talk to if they need help
- Hard to access services
  - Clients have a hard time accessing services, especially people who have extensive problems or emergencies
- Wait
  - Clients have to wait sometimes for months to get into a program or to get help
- Follow-up
  - Clients are sent home from treatment with no follow-up or support to help them remain healthy, this lack of care after treatment causes high relapse rates
- Aboriginals need to be involved
  - It is felt that aboriginal people need to be more involved with mental health issues in the NWT
- Services should fit the client
  - Services should stretch to accommodate the client, the client's need and lifestyle, the clients should not have to bend to fit the service's requirements.
- Lack of coordination/Gaps/Overlaps
  - The government is seen as disorderly and lacking internal coordination. Interagency meetings are suggested to ensure gaps are filled and overlaps are reduced.
- Communication

- Service providers need to be able to share information with each other in order to better serve the clients. The GNWT needs to communicate more information with the community and their clients.

- Use Elders
  - The government should integrate elders into their programs as part of the program's curriculum, using their knowledge and experiences to help clients
- Racism
  - Clients feel that they are being discriminated against because of their race
- Quality Care
  - Clients feel that the care they are receiving is of poor quality

TRAVEL

These are complaints from clients who have to travel outside their home community in order to receive services

- Too far/Distance issues
  - Clients feel they have to travel too far away from their homes in order to receive services, this causes problems for the entire family
- Need for services in the community
  - Clients would like rather have the services available to them in their own communities
- Translation problems
  - There are no translation services available to clients who have to leave their community to access services
- Too costly
  - Clients feel that they spend too much money when they have to travel outside their community in order to receive services

LANGUAGE, COMMUNITY AND CULTURE

The category of language involves the translation services available to clients who do not speak English. Some focus groups identified a translation problem when trying to access one service but no problem from a different service ie. "the counselor speaks our language, the nurses do not".

- Problem
  - There is no/poor translation available for clients accessing services in their own community
- No problem
  - There is good translation available for clients accessing services in their own community
- Medical/technical translation needed
  - Problems arise if the translators are not fluent in the medical or technical terms used by the service providers, information is lost or garbled
- Wrong dialect
  - Clients do not like it when the translator uses a different dialect than the one that they speak
- Dependency on GNWT
  - There is concern of the community's dependence on the government
- Community consultation
  - Clients express the desire to be consulted on issues affecting their community
- Community decision making/control of services/experience
  - The community would like to have a say in decisions that affect the community and would like to play a bigger role in the provision and control of services
- Responsibility
  - Clients express the need for the community to begin to take responsibility for if not the provision of services, at least support for residents of their community
- Spirituality
  - Clients are concerned over the lack of spirituality in their community
- Cultural based programs/sensitivity is needed
  - Clients are upset that programs are not culturally relevant and sensitive to the needs of the client's culture

HOUSING

Although not a responsibility of Health & Social Services, concerns and complaints about both Housing and Income Support were raised often during the focus groups in several communities. Community members expressed their displeasure in the service obtained in these two areas and commented that these issues negatively affected their mental health.

- Wait
  - There is a long wait for suitable housing
- Hard to get
  - It is very hard for clients to receive help from Housing
- Rules create problems
  - Clients feel that there are many barriers to getting help from Housing
- Lack of housing
  - There is no suitable, reasonably priced housing available

INCOME SUPPORT

Although not a responsibility of Health & Social Services, concerns and complaints about both Income Support and Housing were raised often during the focus groups in several communities. Community members expressed their displeasure in the service obtained in these two areas and commented that these issues negatively affected their mental health.

- Unfair
  - Clients believe that the rules Income Support operates by are unfair
- Stressful
  - Clients report that trying to obtain services causes them stress
- Hard to get help
  - It is difficult to obtain assistance
- Confusing
  - Clients don't understand how the system works, where to go or who to talk to if they need help
- Insufficient
  - The amounts are insufficient
- Rules create problems
  - Clients feel that there are many barriers to getting help from Income Support
- Wait
  - Clients have to wait to get help

TRADITIONAL HEALERS

Should the department support assess to traditional healers?

- Yes
  - Clients feel that being able to access traditional healers is an important personal choice
- Need for healing 'On The Land'
  - Programs and treatments need to be held out on the land

FUNDING

Comments about the allocation and amount of funding.

- Need more/Insufficient resources
  - More funding is needed in order to properly administer good quality services
- Flexible
  - Funding needs to be more flexible in order to allow for client centered services
- Funds used ineffectively
  - Clients claim that the GNWT is wasting money

STAFF REQUIRED

These are the staffing positions the communities feel are needed to adequately provide good quality service

- Counselors
  - Counselors are needed for the general public and in the schools
- Social worker
  - More social workers are needed to provide adequate service
- A&D worker
  - More Alcohol and Drug workers are needed to provide adequate service
- Nurse
  - More Nurses are needed to provide adequate service
- Specialized mental health professionals personnel
  - Professionals from the field of specialized mental health professionals including but not limited to; Psychiatric home care nurse, Psychiatric social worker, Full time child psychiatrist, School psychiatrist, School psychologist, and Life skills worker
- Ombudsman
  - Clients feel they need help to ensure they are getting the best care possible
- Special needs teacher/assistant
  - More special needs teachers, special needs assistants and teaching assistants are needed
- Family violence worker
  - Family violence workers are needed
- Doctor
  - Full time resident in the communities

- Mental health worker
  - Mental health workers are needed

SERVICES REQUIRED

These are the services clients feel are needed in their community in order to receive good quality care

- More needed- other than A&D
  - Treatment for mental health problem other than alcohol, drug and other addictions treatment is needed.
  - Treatment for addictions is available, treatment for the underlying reasons causing the addictions (ie, grieving, abuse, trauma) is not
- Counseling services
  - Open counseling services where clients do not need a referral from a doctor to access counseling services as the wait for a doctor can be several months in some communities
  - Includes but not exclusive to; Family , Mental health , Enhanced academic/personal counseling services for school children, Couples, Relationship , Career, Sexual abuse, Grief , Elder abuse, For youth/elders, and Elementary school where children are acting out
- Supported living
  - Supported living situations are needed, situations like; Seniors home, homes like Northern Lights, and supported living housing for psychiatric clients and for clients with addiction problems
- Services for homeless
  - There are not enough services for the homeless
- Prevention programs
  - More prevention programs are needed
- Holistic approach
  - Use a more holistic approach to the treatment of mental health. Includes treating the family as a unit
- Assessment/Evaluation services
  - Assessments need to be done in the home community
- Support for Disabilities
  - There needs to be more supports available for people with a mental illness or disability

- Case management/Case planning
  - There needs to be integrated case planning and management
- Men's treatment/group/shelter
  - There is a need for programs for violent men and a men's groups outside of jail
- Support groups
  - Support groups need to be started including support groups for; Psychiatric issues, Children's group for divorce, Family, Residential school abuse, Women, Front line workers, Support teams for victims and victimizer, More support groups available for everyone including front line workers, support in place for parents whose children have attempted suicide and not completed - there are groups for those who's children completed, Community need more support groups for parents, adults and children in the community
- Children & youth/Youth "hang out"
  - There are limited services available for children and youth. The youth need a place to gather where they can be safe, hang out and not drink
- Cultural/Family activities
  - There are not enough opportunities to participate in cultural events and events for families to attend together
- Shelter/Safehouse
  - Drop in centers are needed where people can stay the night and be safe
- Trauma treatment/recovery
  - A trauma treatment and recovery center or program is needed
- Emergency/Crisis
  - Emergency or crisis services
- Psychiatric services/housing
  - Requests for psychiatric housing including; supported living housing for psychiatric clients
- Detox
  - Detox centers for youth and people with dual diagnosis
- Grief
  - Services to deal with grief are needed

JUSTICE

Although not a responsibility of Health & Social Services, concerns and complaints about the Justice system were raised often during the focus groups in several communities. Community members expressed their displeasure in the Justice department and commented that these issues negatively affected their mental health.

- Jury Selection
  - Jury Selection can be a problem, a jury should be made up of people who are knowledgeable about the justice system and community members
- Hard to access from jail
  - Once people are in jail, it is vary difficult for them to access the mental health system
- RCMP called to deal with mental health cases
  - The RCMP are called to deal with individuals who are "acting crazy"
- Confusing
  - Clients are confused by the Justice system and don't know how the process works
- Open visits
  - There should be no restrictions on visits to inmates
- Rules create problems
  - The rules of the Justice system create more problems than they solve

EMPLOYMENT

Although not a responsibility of Health & Social Services, concerns and complaints about the lack of employment were raised often during the focus groups in several communities. Community members expressed their displeasure and commented that these issues negatively affected their mental health.

- Lacking
  - There are no jobs
- Hard to get/keep job when you have MH problems
  - People suffering from a mental illness or disability find it hard to acquire and hold down a job
- Poverty/Financial problems
  - People are suffering from poverty or financial difficulties
- Financial barriers to access services
  - Some clients do not have the money needed to participate in the programs that they need

FOLLOW-UP

The community members surveyed for this assessment expressed doubt that the government would implement any of the suggestions raised in the focus groups. They strong request that their comments be headed and want to see changes for the better based on their comments.

OUR COMMUNITY, OUR DECISIONS – LET'S GET ON WITH IT!
MINISTER'S FORUM ON HEALTH & SOCIAL SERVICES
JANAURY 2000

ACTION PRIORITY AREA #1: *Initiate a new way of governing health and social service programs in the Northwest Territories*

Priority Task 1: Set Criteria for the establishment/continuation of health & social services.
Priority Task 2: Define who should make up board membership.
Priority Task 3: Clarify the roles and responsibilities of each player in the health and social services delivery system.
Priority Task 4: Devolve responsibility and funding to boards for most health and social services programs.
Priority Task 5: Establish a procedure for flowing board responsibilities to communities.
Priority Task 6: Improve allocation of financial resources t boards through funding methods which reflect population characteristics and board responsibilities.
Priority Task 7: Deliver specialized programs via boards, through a series of shared services agreements.
Priority Task 8: Integrate front line health and social workers into cohesive teams focused on individuals and families.
Priority Task 9: Make boards accountable to the people they serve.

ACTION PRIORITY AREA #2: *Give people the training and tools to do the job*

Priority Task 10: Accelerate efforts to increase the number of northerners in health and social service jobs.
Priority Task 11: Establish a separate bargaining unit for health and social services workers within the Union of Northern Workers.
Priority Task 12: Establish competency based assessment for community health workers, alcohol and drug workers and mental health workers.
Priority Task 13: Enact licensing standards for health care professions.
Priority Task 14: Develop and implement an orientation program for all new health and social service staff.
Priority Task 15: Increase utilization of recognized traditional healers in the NWT.
Priority Task 16: Implement a "float" system to fill peak demands for services.
Priority Task 17: Introduce Telehealth to all NWT communities as quickly as possible.

ACTION PRIORITY AREA #3: *Deal more effectively with substance abuse in the NWT*

Priority Task 18: Eliminate barriers that prevent addiction and other front line staff from working effectively together.
Priority Task 19: Increase funding for alcohol and drug programs.
Priority Task 20: Immediately address the shortage of addictions treatment facilities in the North.
Priority Task 21: Immediately address the shortage of addiction workers, and the skill levels and salaries of the NWT drug and alcohol workers.
Priority Task 22: Encourage and assist the development of on-going community support programs for recovering substance abusers.

ACTION PRIORITY AREA #4:
Recognize and involve NGOs more fully in the health and social services system

Priority Task 23: Develop multi-year funding programs for NGOs through the reginal boards.
Priority Task 24: Ensure program funding is pooled to permit better integration of NGOs into the system.
Priority Task 25: Encourage NGOs to develop resources which can be shared with other boards wishing to provide community services for children, the disabled and the elderly.
Priority Task 26: Adjust social assistance requirements to permit the disabled to maintain dignity and control over their lives.

ACTION PRIORITY AREA #5:
Provide regular reports on progress to the Legislative Assembly
The Minister of Health and Social Services should be required to make semi-annual reports to the Legislative Assembly on progress made in implementing these Action Priorities.

NORTHWEST TERRITORIES HEALTH AND SOCIAL SERVICES DRAFT STRATEGIC PLAN MED-EMERG REPORT - May 1997

Framework

1. In 1998, the NWT Department of Health and Social Services should change its name to the Ministry of Health and Social Services ("Ministry").

2. The key roles of the Ministry, which maintains ultimate responsibility for the System, should be establishing and maintaining the legislation, policy, standards and integrated information system that support the entire System.

3. The Ministry should create a new organizational structure comprised of the follow functions:

   Administration
   Strategic planning and policy development
   Financial planning and allocation
   Human resource planning
   Maintaining and monitoring the integrated information system

4. Responsibility for the provision of health and social services should be transferred to eight Integrated Health and Social Service Authorities (IHSSAs or "authorities"). The following Authorities are recommended:

   Baffin IHSSA
   Keewatin IHSSA
   Kitikmeot IHSSA
   Invuik IHSSA

Fort Simpson IHSSA (serving naturally affiliated communities)
Fort Smith IHSSA (serving naturally affiliated communities)
Hay River IHSSA (serving naturally affiliated communities)
Stanton Regional IHSSA (serving the balance of Mackenzie)

5. Each IHSSA should have a Board of Trustees appointed by the Minister of Health and Social Services.

6. All health and social service organizations in the IHSSA jurisdiction (including Hospital Boards) should report to the IHSSA Board according to a federated model of governance.

7. IHSSA Boards should adopt bylaws to ensure that the following functions are performed by Board management/staff:

   Integration of health and social services
   Local human resource planning
   Board evaluation
   Program quality assurance monitoring/evaluation
   Local strategic planning, including community needs assessment
   Community consultation and communication
   Financial monitoring
   Assessment of credentials of all professionals

8. IHSSA Boards should be given authority for the selection, hiring, evaluation and dismissal of the Chief Executive Officer.

9. On Division in 1999, there should be two Ministries – one Nunavut and one in the Western Territories.

10. On Division in 1999, the Nunavut Ministry should support three IHSSAs – Baffin, Keewatin and Kitikmeot.

11. On Division in 1999, the Western Territories ministry should support five IHSSAs – Inuvik, Fort Simpson, Fort Smith and Stanton Regional.

Shared Mission and Values

12. The Ministry should collaborate with the IHSSAs to develop a "Preferred Futures" document. This document should deal with both the legal transfer agreement and the preferred relationship between the Ministry and the IHSSAs.

13. the IHSSA Boards should adopt the Carver model of governance.

14. The Health Centres should be renamed as Health and Social Services Centres (HSSCs)

Supportive Legislation, Policy and Standards

15. The Territorial Hospital Insurance Act (THIS) and the Public Health Act should be consolidated and amended. This newly consolidated act should expand the powers of the IHSSAs to allow them to deliver health and social service programs with more authority, accountability and responsibility.

16. The Ministry should prepare a Health Professions Act to govern all self-regulating health professions. This Act should provide uniformity in the areas of licensing and discipline.

17. The Ministry and IHSSAs should develop clinical guidelines for medical travel and ensure they are complied with.

18. The IHSSAs should have responsibility for medical travel costs, and following Division, IHSSAs should jointly contract for central co-ordination and dispatch, with compliance to clinical guidelines as a term of contract.

Integrated Information System

19. The Ministry should establish an Integrated Information Unit. This body would have the following functions:
    - Define data fields of the system-wide electronic client/patient record
    - Integrate existing databases by this record
    - Support end-users at their site-of-service
    - Report trends in health status and determinants
    - Monitor program activities in relation to trends
    - Examine system expenditures in relation to trends.
    - Refine needs-adjust in funding formula

20. A high priority should be given to examining medical travel expenditures by clinical cause.

Capitation Funding

21. The Ministry should transfer funding envelopes to the IHSSAs based on their rostered population size and needs.

22. The IHSSAs should have full responsibility for development of and control over their budgets, and be accountable for their budgets through deficit/surplus retention.

23. The Ministry should develop "safety-net" provisions based on shared funding of high-cost residents to support the sharing of risk for smaller IHSSAs.

24. The Ministry should include a substantial share of expenditures on program administration in the funding formula. This should be increased over time in line with the transfer of responsibilities to IHSSAs.

25. Opportunities for private sector funding and private/public partnerships should be explored as methods for financing facilities.

26. The mechanisms and benefits to capital leasing should be explored.

Focus on Population Health

27. The population needs-based funding of formula should not "earmark" funds to particular sectors or particular programs within sectors.

28. The following proxies for relative population-needs should be considered in the funding formula:

    - Relative mortality indicators (non-obstetrical primary care)
    - Standardized fertility ratios (obstetrical care)
    - PYLLs and low birth weight (health promotion and prevention)
    - Teen pregnancies (family planning)
    - Overcrowded residences (substance abuse and communicable disease)
    - Lone-parent households (child welfare)

29. A prominent public health strategy for IHSSAs should be tobacco use prevention.

30. A prominent social services strategy for IHSSAs should be reducing risk of suicide.

Vertical and Horizontal Integration

31. Probation supervision responsibilities should be removed from community social service workers (CSSWs).

32. The social services mandate of the CSSW should be expanded (e.g., child welfare responsibilities should be combined in one position with responsibilities for addictions, suicide, family violence, etc.)

33. The CSSW should be responsible for liason with other related sector workers (e.g., RCMP, Economic Development and Education officials).

34. The CSSW should become an integral member of the team of health and social service workers at the Health centres (i.e., Health and Social Service Centres).

35. The title "Nurse-in-Charge" should be replaced by "Local Team Managers" and be open to non-nursing staff as well as nursing and other staff.

36. IHSSAs should restructure service delivery along program rather than professional lines.

37. The Ministry should implement a midwifery program.

38. The Ministry should implement the nurse-practitioner role.

39. The Ministry should establish a Task Force to advise the Minister on the role and regulation of Traditional Healers.

Facilities Development

40. The Inuvik IHSSA should prepare plans for the replacement of the Inuvik Regional Hospital on its current site. Construction should be completed within the next five years.

41. Co-location of health and social service activities on the new hospital site should be planned by the Inuvik IHSSA.

42. The Baffin IHSSA should prepare plans for the replacement of the Baffin Regional Hospital on a new site.

43. Concurrent with the development of a functional program, the Baffin IHSSA should consider co-location of health and social services at the new Baffin Regional Hospital.

44. Planning for Expanded Health and Social Service Centres to be located in Cambridge Bay and Rankin Inlet should be undertaken by the Kitikmeot and Keewatin IHSSAs.

45. The establishment of a Capital Coordinating Committee (CCC) to work with the Inuvik, Baffin, Cambridge Bay and Rankin Inlet Regional Boards to expedite the commissioning of the facilities in their respective Regions.

46. Consider outsourcing the facilitator role in the CCC.

47. The role of the CCC is to ensure appropriate Role Studies, functional and operational programs, design of facilities, assessment of operations and maintenance costs and to review public/private partnership models for financing of these facilities.

48. The CCC should have representation from all stakeholders including the Aboriginal Economic Development groups.

49. The CCC is to complete its mandate within 90 – 120 days and should address all four facilities concurrently in that time period.

RECRUITMENT AND RETENTION OF HEALTH AND SOCIAL SERVICE PROFESSIONALS (MARCH 1998)

There are 3 Priority Areas:

A. Creating a Stable Workforce

1. Establish a Health and Social Service Professions Recruitment Officer

Overview

In order to address the current shortages of physicians, nurses and community social service workers, there is a need for a coordinated approach between Boards. There is little sense in each board dedicating resources to tap the same sources of potential employees. The coordination and organization of this professional recruitment will involve a tremendous amount of time, particularly in the next six months to a year. Someone with appropriate expertise will be required to carry out the initiatives contained in the recruitment and retention strategy. This expertise would preferably include practical northern experience as well as a strong understanding of the various health and social service professions.

This position would be located within the NWT Health Care Association (NWTHCA). However, selection of the individual would involve input from the various stakeholders (Boards, Department, NWT Medical Association, NWT Registered Nurses Association, NWT Social Workers Association). Health and Social Service Boards would notify the recruitment officer of the current and expected staffing needs. The position would act as the central location for acquiring and storing necessary recruitment information. The Recruitment Officer would take a very proactive approach to identifying and encouraging potential employees.

Once initial contact is made, interested individuals would be referred to the appropriate Board. The actual staffing process would be carried out by each Board.

The position would also provide a central location for health and social service professionals interested in working in the NWT. Following up on inquiries from interested individuals is one of the more important keys in recruitment initiatives. All general advertising would list the recruitment office location as the contact point. Information packages would be sent out from this office and follow-up would be coordinated by the Officer and the Board or Clinic with staffing needs.

Considerations

One of the challenges will be to ensure that all Boards have equal access to and support from the Recruitment Officer. Having the position within one Board yet servicing all would have created potential problems. Locating the position with the NWTHCA ensure all Boards' would have access to the Officer on a fair and equitable basis.

Duration

The Health and Social Service Professions Recruitment position would be staffed to April 1, 2000 although there will be earlier discussions about what method would be appropriate to provide this service to the two new territories. At that time, the position would be reviewed to determine the effectiveness of the coordinated approach. If the position is effective, efforts would be made to continue this approach.

2. Community Site Visits

Overview

Before final hiring decisions are made, a site visit to the community would be arranged. Site visits serve two purposes.

1. Allows the potential employee and his/her partner to see the lifestyle.

   Lifestyle choices for the potential health care provider, their partner and/or children are significant factors in the length of stay in a community. These factors include recreational and leisure options, schools, accommodation, employment opportunities for the partner and other points of individual interest.

2. Allows the employer to assess the personality, qualifications and, possibly, practice patterns where appropriate certification has taken place.

   The work situation in northern communities can be significantly different than work sites in southern Canada. The employer need the opportunity to assess the potential employee's ability to adapt to the practices and philosophy of the regional health and social services board.

The site visit would be long enough to allow both employee and employer to determine whether this promises to be a good job fit. Fly in/fly out trips are of limited value. To have maximum value, site visits would need to be well planned and coordinated.

Site visits would not be mandatory but would be offered to potential employees from other parts of the north as well as from southern Canada.

Considerations

There may be questions about the need for site visits for nurses, physicians and community social workers as compared to other government staff. These frontline workers in health and social services are often placed in a difficult position. They must deal with personal issues affecting the health and well-being of community residents. Due to the stressful nature of their work and the often irregular hours, they may find it more difficult to quickly become part of the community. As well, the small size of H&SS operations in most communities means they do not always have an initial peer group that a new teacher might have.

Duration

Site visits should be offered for all new hires to April 1, 1999. At that time, the effectiveness and on-going need for site visits will be revisited by the H&SS Human Resource Working Group

3. Internet Site

Overview

The Internet is fast becoming the most common way of communicating among physicians and other professionals. Most students in post-secondary institutions use the Internet as part of their studies. The NWTHCA would develop an Internet Home Page to advertise vacancies in the health and social service

professions. This Internet site would also be linked to sites for the department, each board, community and professional association (NWTMA, NWTRNA, NWT Social Workers Association).

Developing a Web Page and getting access to the major Internet search engines requires technical expertise. The Department of Health and Social Services has committed to providing the expertise needed for the initial start-up of the site.

Coordination with the Recruitment Information Package Initiative will ensure that the information provided is consistent. The Web Page would need to be updated on a regular basis as new physician, community nursing or community social service worker opportunities arise. Once the Web Page is operational, it would be maintained by the NWTHCA Recruitment Officer, with technical advice from the Department as necessary.

Considerations

Once the site is operational, some initial promotion to groups most likely to use it (university students, professional associations in southern Canada, etc.) would increase its profile.

Duration

Once established, the Web Page should be a long term tool for on-going recruitment.

4. Recruitment Information Packages

Overview

A standard recruitment package is required for each Board to promote the advantages of living and working in different parts of the NWT. There is also a need for a general package for those who may not be focusing yet on a specific part of the north.

While each Board would have different information to provide, the NWTHCA Recruitment Officer would develop a standard package of information which can be customized for each Board. This package would cover the basic information prospective employees will need. Changes can be made based on the responses and reactions from those who receive the packages.

Considerations

When material is provided to prospective employees, it is critical that the information be accurate. Therefore, consideration would be given to recruitment packages which are professional in appearance but which can be easily revised and updated.

In addition to the Board logos, all recruitment material would have a common visual identify allowing potential employees to make an instant connection with Nunavut and the western territory and the Health and Social Service Boards.
There was some discussion of the use of videos. While videos can provide a visual expression of the region or community, they are quickly dated. Boards who want to use videos as part of an information package would be encourage to use existing general videos about their community or region or, if they wish to prepare a video, to make every effort to make it "timeless".

Duration

Information packages should be a constant feature of recruitment, with regularly updated material.

5. Zero Tolerance Policy

Overview

One factor which has been identified as a concern for nurses and community social service workers is the issue of personal safety. If health and social service professionals are going to be encouraged to remain in a community, they must feel safe and must be free from the threat of physical and/or verbal abuse. While the attitudes and behaviour of individuals cannot be changed overnight, it is important that the Boards and the Department send a clear message to all communities that physical and verbal abuse of staff is not acceptable.
A Zero Tolerance policy would require some public awareness to ensure communities and individuals understand the limits of acceptable behaviour and the possible consequences if these professionals cannot feel safe in the community. It would be preferable that the community leadership worked as a full partner with the Board in making the community as safe as possible for the care providers. Each community has a responsibility to support care providers which includes:

- recognizing their human limitations;
- providing for their needs as individuals or families; and
- making them feel welcome and part of the community.

A limited number of Boards and communities already have a Zero Tolerance policy. This would provide a basis for the development of a Territorial policy prototype. Boards would work with their communities to endorse a community or Board policy.

In the longer term, mechanisms could be developed to increase the interest of and involvement by communities in supporting frontline staff.

Considerations

While a Zero Tolerance policy sends a strong signal to community members, enforcement would be necessary if the policy is going to be effective. Boards must be prepared to act when the policy is violated. The political leaders in each community could be asked to give their support to the policy and to the repercussions of potentially losing workers if abuse occurs or is threatened.

Duration

The policy would be reviewed in two or three years to ensure it continues to capture the philosophy of zero tolerance.

6. Promotional Visits

Overview

One way of promoting and identifying opportunities in the NWT is by visiting universities and taking part on job fairs. These trips needs to be well planned and promoted. University visits should be geared to when students are looking for funding or future jobs. Several resources have identified that, for example, medical students usually commit to a position during their second or third year of studies.

One possible way of visiting universities is to take advantage of other work-related trips south by Board staff or NWT physicians, nurses and community social service workers. The Recruitment Officer would help make appropriate arrangements for staff to contact or talk with students. The professional associations would also assist with this.

Job fairs would require a more concentrated effort. When a job fair is identified as having strong potential to yield positive results, an appropriate representative would be selected and provided with the material necessary to promote working in the NWT health and social service system.
The Recruitment Officer would coordinate any follow-up resulting from a job fair or university visit.

Considerations

These types of visits are valuable as promotional tools, raising awareness of the NWT as a good place to work. They are less valuable for actual recruitment. Each opportunity would be carefully considered in terms of the cost and value for the time and effort involved.

Duration

The NWTHCA, with the professional associations, would evaluate the use of promotional visits on an annual basis.

7. Creation of Locum/Relief Pool

(also part of Increasing the Competencies in the Workforce)

Overview

One of the biggest drawbacks in recruiting and retaining health and social service professionals in most communities is the isolation from colleagues and the on-call expectations. Some means of providing locum relief is necessary. A formal method to access locums is required along with a steady and reliable pool of professionals to carry out locum/relief work.
The Alberta Medical Association and the Alberta Department of Health have formed a partnership to develop a pool of physicians to provide locums for rural Alberta. In northern Quebec, there is a locum pool for health care professionals. Many jurisdictions have relief pools or rely heavily on relief agencies for temporary nursing staff.

When physicians or nurses will be absent and there is some notice, attempts are made to find temporary replacements. This is very difficult since the locum/relief agencies used are also supplying staff to the other provinces.

Community social service workers are often not replaced when they are away from the job. This creates difficulties in continuity of service to the community. Given the important role community social service workers play in addressing critical issues such as abuse, suicide, and healing, consideration should be given to temporary relief.

A locum/relief pool would be established through the NWTHCA for physicians, nurses and community social service workers. This pool would include individuals from southern Canada as well as northern professionals who would be interested in temporary work in another setting or who are not working full time but would be willing to do locum/relief work.
While some locum/relief needs are emergencies, the vast majority would be planned well in advance. Boards would be able to identify their locum needs and give the NWTHCA time to match needs with locum/relief resources. Locum/relief support would be limited to cover absences of four months or less with exceptions made as necessary to support ANSIP placements.

Particularly with northern nurses and social workers, there is the opportunity to keep their skills and training up-to-date without the obligations of a full-time job. Careful consideration would need to be given to the benefits and wages offered to locum/relief staff. Wages and benefits would need to be:

- competitive with other jurisdictions
- sufficient to compensate for the service provided
- reasonable so there is an incentive to be indeterminate.

While the locum/relief service would start within the NWTHCA, there is an opportunity for the development of private northern placement agencies.

Considerations

To be effective, Boards would have to make an effort to maximize the planning time for locums/relief. As well, Boards would have to ensure they were not taking advantage of the locum/relief pool by using it rather than making genuine attempts to recruit permanent staff.
In Quebec, the locum relief system could only be used to replace existing "active" positions. This creates an incentive not to use the system in lieu of staffing with indeterminate positions.

Duration

The effectiveness of the locum/relief pool would be evaluated annually by a joint working group including Board and professional association representatives.

8. Workload Analysis

Overview

There is significant anecdotal information of the workloads experienced by community health and social service staff. However, there has been no formal assessment since 1990 when there was an extensive study done of nursing workloads.

Two elements of workload analysis would be useful in moving to the long term human resource planning efforts. First, the previous workload analysis should be reviewed to determine whether the information gathered is still relevant and what action could address outstanding issues. A recent Federal workload study may also have relevant information. Second, a general workload analysis of select communities would give an overall picture of the workload issues facing a community's health and social service staff as a whole. Selection should ensure a good cross-section of different staffing models and ratios of staff to population.

Completion of a workload study would allow each Board to assess the adequacy of its resources. Where there are serious workload issues, further discussion would be necessary to identify options for addressing the problem. This could include hiring additional staff. However, it is more likely that other options would be considered such as:

- reviewing the assignment of tasks within the existing staff;
- reviewing procedures to eliminate unnecessary bureaucracy while ensure adequate guidelines; and/or
- reviewing the work being done and determining priorities for that community or Board.

This study would tie in closely with the long term planning to examine changing roles of health and social service professionals in response to emerging northern models of service provision. Technological advancements in communications and information sharing would also need to be considered.

Considerations

If the workload study is to have credibility, those most affected would need to have some say in selecting the appropriate measurement tools. The methodology selected would have to recognize the unique circumstances that exist in the north and the variations from community to community. Supervision, support practices and isolation would also need consideration.

Duration

A review of the need for an update on the workload study should be done three years after the first study. This should include an analysis of the impact of the recruitment and retention plan and other human resource planning efforts on workload.

9. Employee Support

Overview

The work of physicians, nurses and community social service workers is often difficult and stressful. They frequently work in relative isolation and have little opportunity for case conferencing with their peers or for critical debriefing services.

It is important that these frontline staff receive strong and frequent support from their managers, including regular on-site visits. There must be a connection through management to the goals and objectives of the organization. There is also a need for support for nurses and social workers who have managerial responsibilities.

Each Board would need to review its organizational structure and reporting relationships to ensure that there are adequate management support for frontline workers. There would also need to be a review to ensure the contributions and ideas of frontline staff are respected and recognized.

One forum for discussion of employee concerns is an Occupational Health and Safety Committee. Consideration should be given to ensuring an active Occupational Health and Safety Committee is in place in each Board.

Each Board would also need to develop an orientation program for new staff. The orientation would introduce the employee to the organization and the community and could involve support from the local community government.

If frontline workers are going to give care to community residents, they must be healthy themselves. Care for the caregiver would be a critical part of each Board's staff support.

Considerations

Employee support is often less formal than other components of a recruitment and retention plan. However, it can be one of the key elements which determines whether an employee feels valued and wants to remain in the organization. Boards would have to make a conscious effort to develop and monitor structured employee support.

Duration

Reviewing practices to ensure on-going management support for front-line staff should be part of the regular self-evaluation carried out by the management team of each Board.

10. Standard Physician Contracts

Overview

One of the objectives of the recruitment and retention plan is to avoid competition between Boards for the same staff. A standard contract would eliminate some of the areas of competition. While there would be flexibility in terms of monetary items, a standard contract would provide a common basis of non-monetary items.

A standard contract would be flexible enough to address new or expanded roles for physicians including an advisory role in a team setting. A standard contact would be developed jointly by the Health and Social Service Boards, the Department and the NWT Medical Association.

Considerations

Given the variability in size and mandate of health facilities across the NWT, it may not be possible to standardize all non-monetary items in a physician contract.

Duration

A standard contract would need to be reviewed annually or bi-annually to ensure it still addresses the necessary elements and is consistent with current practice.

11. Hiring Incentives

Overview

In the future, there will be a larger number of NWT residents who are qualified as physicians, nurses and social workers. At the moment, there is still a need to heavily rely on southern recruitment to fill vacancies. One of the elements which attract individuals is the salary and benefit package. This is addressed in the long term H&SS Human Resource Plan.

For time to time, the employment market is forced to offer additional incentives to attract qualified professionals. At the moment, several southern jurisdictions are offering bonuses to physicians willing to practice in rural locations. These bonuses are often associated with the start-up costs of a new practice or with the high level of student loans physicians can accumulate during their training.

A review has shown that the need for additional hiring incentives varies depending on the community or region with some Boards not needing any incentive to hire staff. To provide the flexibility necessary, a hiring incentives fund would be established. The fund, managed by the Department of Health and Social Services, would be accessible by any Board.

Consideration

Any hiring incentives would have to be consistent with market conditions and should not be prejudicial to existing staff. It is possible the new job evaluation system and associated pay structure, if accepted, may address most hiring incentive concerns.

Duration

The need for hiring incentives would be continually reviewed, with consideration for market conditions across Canada.

B. Increasing the Competencies in the Workforce

1. Professional Development and Interaction

Overview

Health and social service professionals in the NWT are often working in relative isolation. Unlike their counterparts in other parts of the country, opportunities for professional development are few and far between. It is not just a matter of crossing town or driving a couple of hours to the nearest city.

At the same time, these northern professionals are required to cope with a broad range of issues on a daily basis. They need a wide variety of skills. This creates a corresponding greater need for professional development for northern professionals.

The issues faced by northern health and social service professionals are unique. There is a need for these professionals to have regular interaction with each other to discuss areas of success and challenge and to draw on each other's experiences. In addition to opportunities for professional development in southern locations, Boards or the appropriate professional association would coordinate regular gatherings for their membership to share information and expertise while benefiting from some group professional development opportunity.

The physicians have access to regular professional development both within the NWT and through southern centres as a result of a Continuing Medical Education fund. While additional resources are not

immediately required, this fund would be reviewed during negotiations between the Department of Health and Social Services and the NWTMA.
A professional development fund for nurses and community social services workers (III - V), similar to that available to physicians, would be established to ensure they have on-going access to appropriate professional development and interaction. The fund would be administered by the Boards.

There is also a need for multi-disciplinary professional development. This would be coordinated by the Boards and would include the various members of a health and social service team in a community or region.

Access to professional development would be linked to length of service.

Considerations

Professional development and training has many direct and indirect benefits, including:

- increasing skills in a particular area
- creating opportunities for interaction with peers
- creating opportunities to refresh a professional dealing with daily stress
- highlighting the importance of self-development and self-motivation
- acquiring new skills.

Duration

Access to professional development would be reviewed annually at the Board level to ensure the needs of staff are being met. The professional associations may also address this issue from time to time.

C. Developing Northern Resources

Overview

The long term solution to the chronic shortage of health and social service professionals is to encourage more northerners to pursue these professionals and to then return to practice in the north. There are a number of activities which would promote this goal. These activities support high school graduates as well as those already in the workforce who wish to upgrade their education. It is critical to identify individuals interested in health and social service careers and then to support those individuals as they work through their educational programs.

The development of northern resources would build on partnerships with the Department of Education, Culture and Employment, learning institutions and interested northern groups.

A. Undergraduate Sponsorships

There is an opportunity to sponsor one or two northern students in a Medical Residency Program. Links with the medical programs at the University of Alberta and one of the universities in eastern Canada would be developed. Northern students with an interest in medicine and the necessary academic requirements would be eligible to apply for the positions. Each year of sponsorship would require the student to work one year in the NWT.

B. Scholarship opportunities for nursing and social work

Scholarships are a more effective way to encourage northern students in nursing and social work or related programs. There are existing scholarship opportunities for students pursuing programs in nursing and social work. These opportunities would be reviewed and potentially revised to match the student's objectives with the goal of having more graduates return to the NWT and to support individuals who further their post-secondary education.

C. Summer employment/internship opportunities

Summer employment or internships often allow an employer and a student to develop an on-going professional relationship. It gives the employer a chance to assess the potential of the student while the student is able to evaluate their career choice and the match of that employer to their personal style and interests.
A proactive effort to identify students in health and social service programs and to provide appropriate summer placement or internships would confirm the NWT interest in the student and their potential return after graduation. At the same time, it would allow students to gain valuable experience in their chosen field of study.

D. Continuation of nursing graduate mentor program and development of Social Worker mentor program

The nursing graduate mentor program was designed to match recent northern resident graduates with experienced nurses. This allowed the graduates to draw on and learn from the expertise of those already working in the system. It gives the new nurses much needed experience in a safe and supportive environment. There is a need to expand and lengthen the mentor period to maximize its effectiveness in preparing graduates for NWT jobs.
The program is a necessary extension of the Nursing program at Aurora College and the proposed Arctic College nursing program.
A similar program would be developed to support new graduates in Social Work.

E. Active Recruitment of Northern Graduates

There are many northern students currently studying in health and social service programs. Statistics from the Department of Education, Culture and Employment indicate that 187 students are enrolled in these types of programs. Forty-nine students are in social work while eighty-eight are in nursing.
The high vacancy rate does provide openings for northern graduates. Encouraging even a small portion of these students to return would begin to address the recruitment/retention problem. One of the barriers is the need for experience for many health and social service professionals. This experience is critical given the board range of skills required by professionals working in isolated settings. Work would be necessary on activities to allow northern students to gain the experience they need in northern settings. The nursing graduate mentorship program is an excellent example of what is needed. A pairing arrangement with professionals from the locum/relief pool might be another.

F. ANSIP (also a component of Increasing the Competencies in the Workforce)

ANSIP provides nurses with the additional competencies necessary to provide a high level of service in the more isolated communities. There are always program adjustments to improve the training available and a need to regularly evaluate the success of the program but ANSIP is a critical component in northern nursing education.

G. High School Programs

In order to pursue health and social service options at the post-secondary level, students must take the appropriate courses in high school. A variety of programs would be developed to encourage high school students to pursue careers in health and social services. These programs would include scholarships, summer orientation programs and on-going promotional activities. Close links with the Department of Education, Culture and Employment and the Education Boards would be necessary.

H. Elective Placements

In many health and social service post-secondary programs, students are required to participate in work placements. These placements are generally two to eight weeks in length. Successful working relationships developed during elective placements can significantly influence where a student gets

permanent employment. An active program to assist northern students in finding northern elective placements could influence their decisions about where they eventually work.

I. Coordination

Each of the elements in encouraging a northern workforce requires time and attention. A program such as the mentorship is more successful if there is an individual assigned to support, administer and monitor the efforts across the Territories. A coordinator to develop and implement the northern workforce initiatives would increase the probability of success. This coordinator would work in the Department of Health and Social Services.

Considerations

For most of these strategies to be effective, students in grades 7 to 12 need to be encouraged to consider careers in the key areas of need. This includes raising the awareness of the academic standing required to pursue university or college education. Work would be done with the Department of Education, Culture and Employment to spread this message.

Duration

The various activities should be reviewed every two years to assess effectiveness in encouraging northerners to pursue careers in health and social service professions.

SHAPING OUR FUTURE:
A STRATEGIC PLAN FOR HEALTH AND WELLNESS

Summary of Strategic Directions

Governing the System

3. Improve management of the system by clarifying roles and responsibilities of the department, boards, private service providers and nonprofit organizations.
4. Improve the overall functioning of the public system of health and social services by promoting strong relationships between agencies and governments.

Human Resources

3. Improve quality of care by creating a stable, northern workforce.
4. Improve service delivery by developing the role and scope of northern frontline professions in the health and social fields.

Financial Resources

5. Create a financially sustainable system through effective planning and management of financial resources.
6. Improve allocation of financial resources to boards through funding methods which reflect population characteristics and board responsibilities.

Program and Service Delivery

7. Improve the continuum of programs and services by removing gaps and duplication, increasing integration and improving coordination of services.
8. Support greater emphasis on promotion and prevention through policies that balance treatment services with promotion and prevention services.
9. Improve the quality and effectiveness of programs and services through increased partnerships among service providers and improved monitoring and quality assurance activities.

Infants and Children

10. Prevent illness and disease in infants and children through greater emphasis on health promotion, disease prevention and early intervention programs.
11. Help children reach their full potential through effective childhood development programs.
12. Make sure infants and children are raised in stable, caring environments by improving early intervention and child protection programs.

Youth and Young Adults

13. Promote healthy lifestyle choices in youth and young adults through health promotion programs.
14. Reduce high-risk behaviour in youth and young adults through effective early intervention programs.
15. Protect youth and young adults from sexual, physical and emotional abuse through increased involvement of youth, family, and community in protection and awareness programs.
16. Develop strong social supports for youth and young adults through increased involvement of youth, family, and community in youth leadership and development programs.

Adults

17. Modify adult lifestyle choices through programs aimed at reducing the risk of health problems.
18. Improve adult health and well-being by improving detection and treatment services.

Seniors

19. Develop strong social supports for seniors through increased involvement of family and community in the development of appropriate health, social and cultural programs.
20. Improve quality of life for seniors by providing health and social services closer to home.

Families and Communities

21. Increase partnerships within communities to improve service delivery and strengthen social supports.
22. Improve partnerships across government to be sure the basic needs of families are met.

WORKING TOGETHER FOR COMMUNITY WELLNESS
A Draft Strategy for Addictions, Mental Health and Family Violence in the NWT

PREVENTION, HEALING & TREATMENT: A CIRCLE OF CARE

A. Prevention & Promotion

Goal #1: Individuals, families and communities have the skills and resources to actively maintain a healthy lifestyle

Recommendations for Action

Areas for New Investment:

- Northern early intervention program for high-risk children
- Youth Wellness Initiative (suicide prevention, active living, healthy relationships, peer counselling, and school-based addictions prevention programs such as ("Kick the Nic")

Areas for Improvement:

- Regional wellness plans include strategies for promotion and prevention
- Awareness campaigns (family violence, mental illness stigma, Fetal Alcohol Syndrome, addictions)

B. Self-Help

Goal #2: Individuals and families participate in self-help groups for emotional/social support

Recommendations for Action

Areas for New Investment:
- Self-run employment ventures for people with severe mental illness or addictions

Areas for Improvement:
- Funding or in-kind support to self-help groups

C. Community-Based Services

Goal #3: Northerners have access to a continuum of community-based, core wellness services

Recommendations for Action

Areas for New Investment:
- Child and Family Wellness Centres (assessment, play therapy, family therapy enrichment programs)
- Mobile addictions treatment programs for adults and for youth that also address trauma (assessment, harm-reduction, case management and aftercare)
- Psycho-geriatric assessment and treatment, and pharmacological review for seniors with mental health problems

Areas for Improvement:
- Addictions assessment and screening tools, residential addiction treatment referral protocol
- Community-based services for people with complex needs (case management and outreach, psycho-social rehabilitation, supported housing)

D. Facility-Based Services

Goal #4: Increase the number of beds and range of facility-based services

Recommendations for Action

Areas for New Investment:
- Assessment and treatment programs for children and youth struggling with mental health, addictions and trauma issues
- Integrated harm-reduction treatment program for addictions and trauma-related issues

Areas for Improvement:
- Adult psychiatric group homes in communities with highest percentage of psychiatric illness and "medevacs"
- Medical detoxification program

E. Crisis Services

Goal #5: Improve crisis response to high-risk population groups

Recommendations for Action

Areas for New Investment:
- Emergency psychiatric housing in the NWT
- Emergency safe holding place for intoxicated persons
- Community-based crisis stablization services (outreach, risk assessment, safe holding places, crisis-response protocols)
- Safe homes for children

Areas for Improvement:

- NWT Youth Helpline and 24-hour toll-free crisis line
- Training for family violence workers, foster families and social workers (children exposed to violence, risk assessment for women in abusive relationships)
- Critical Incident Stress Debriefing (CISD) training in communities
- NWT Mental Health Act and emergency medical travel policies

EDUCATION AND TRAINING

Goal #6: Caregivers are trained and supported to provide services at the community level

Recommendations for Action

Areas for New Investment:

- Long-term recruitment, training, and retention plan for addictions, mental health and family violence workers, including:
  - defining core competencies, skills and qualifications
  - developing clinical supervision and support
  - developing progressive, laddering-style training
  - addressing wage disparities
  - amending policies/legislation so that Registered Psychiatric Nurses (RPNs) can be licensed to practice in the NWT
  - attracting Northerners to caregiving professions
- Telehealth and the Department's website for consultation/resources to link remote caregivers to urban-based specialists

Areas for Improvement:

- Joint-training for community caregivers on key issues for wellness system
  - concurrent disorders, harm reduction, case management, territorial legislation
  - cross-training in addictions, mental health and family violence
- External experts use "train-the-trainer model" to develop and mentor community caregivers

INTEGRATED SERVICES

Goal #7. Prevention and treatment services are coordinated to address gaps/needs of high-risk population

Recommendations for Action

Areas for New Investment:

- Co-location of addictions, mental health, and other appropriate services
- Protocols for information sharing between wellness service providers
- Financial incentives for collaboration and decreased duplication between wellness service providers
- Case management and outreach services for people with complex needs

Areas for Improvement:

- Common network and joint-training for wellness caregivers
- Coordination (referral, case management, aftercare) between community-based services, facility-based services, services in the South, and services provided by the Departments of Justice and Education, Culture and Employment

COMMUNITY AND FAMILY DEVELOPMENT

Goal #8: Families and communities have the knowledge, skills, and resources to support vulnerable members in a culturally-relevant manner

Recommendations for Action

Areas for New Investment:
- Integration of traditional health and healing practices (Elder's Wisdom Committee, regional forums)
- Agenda for northern wellness research
- Respite programs for families caring for people with complex needs

Areas for Improvement:
- Protocol to ensure that external trainers build on community and family strengths
- NWT Suicide Prevention Training program

SYSTEMS MANAGEMENT

Accountability

Goal #9: Mental health/addictions/family violence programs and services meet the standards and goals that are agreeable to all stakeholders

Recommendations for Action:

Areas for New Investment:
- Consumer/Family Advisory Committee to advise the Deputy Minister of Health and Social Services
- Minister of Health and Social Services reports annually to Legislative Assembly on status of wellness strategy

Areas for Improvement:
- Clearly designated Department and Board responsibilities for wellness services
- Clearly defined core services, standards, benchmarks, and outcome measures for NWT wellness services (revising NWT Addictions Handbook, NWT Safe Shelter Minimum Standards)
- Core wellness services that meet territorial and national standards, and meet Canadian Council for Health Services Accreditation standards where appropriate
- Community-based programs, Boards and the Department are equipped to gather accurate wellness data
- Frequent analysis of wellness data to establish baselines, set core funding, and advise on service and training priorities

B. Funding

Goal #10: Mental Health/Addictions/Family Violence resources are allocated in a planned, needs-based manner
Recommendations for Action

Areas for New Investment:
- Sufficient funding should be secured to provide core wellness services that meet standards (including budgets for training and appropriate salaries)
- Flexible individualized service fund for people with complex needs

Areas for Improvement:
- Needs assessment (complete Mental Health Needs Assessment and Addictions Needs Assessment)
- Flexible funding criteria to encourage partnerships and coordination between funders (Federal, GNWT, other agencies)
- Shift resources from southern treatment to northern wellness services for people with complex needs
- Enhanced funding for prevention and promotion so that treatment costs decrease over time

EVALUATION OF THE MINIMUM DOWN PAYMENT ASSISTANCE PROGRAM

1. We recommend that the program not be reintroduced the near future.

2. We recommend that the Housing Corporation announce that the program was successful in meeting objectives but will not be extended or reintroduced in the foreseeable future. Such an announcement will give a clear signal to prospective home buyers, eliminating the incentive to delay their purchase to take advantage of impending government assistance.

3. If a reintroduction of MDAP or a similar program is contemplated in the future, it is recommended that the Corporation assess the markets where the program will be delivered in an attempt to mitigate the potential negative effects.

4. It is also recommended that similar programs be operated for only short periods of time.

NWT HOUSING CORPORATION STATUS REPORT 1997-1998

1. Goal

Accurately identify current housing needs in each community.

Strategy

Use 1996 Housing Needs Survey to allocate housing.

Anticipated Results - Completed

Accurately identify current housing needs in each community

2. Goal

Reduce Corporate O&M administration costs by $2 million.

Strategy

Determine where District and Headquarters operations can be reduced while minimizing service impacts on communities. Develop a restructuring plan based on this analysis.

Anticipated Results - Completed

Reduce Corporate O&M administration costs by $2 million.

3. Goal

Reduce community operations costs by $1 million.

Strategy

Adjust community funding formula to reduce overall contribution

Anticipated Results - Completed

Reduce community operations costs by $1 million.

4. Goal

Empower communities to deliver their own housing programs.

Strategy

Negotiate Partnership Agreements with remaining 37 of 47 communities.

Anticipated Results – On-going

Empower communities to deliver their own housing programs.
Northwest Territories Housing Corporation
La Societe d'Habitation des Territoires du Nord-Ouest

5. Goal

Homeownership delivery becomes community based.

Strategies

A. Consolidate and simplify homeownership programs.
B. Establish a homeownership program framework to help communities develop their own programs.
C. Encourage all local housing organizations to administer NWTHC homeownership programs or develop their own.

Anticipated Results

Homeownership delivery becomes community based.

Results Achieved

A. Completed
B. Ongoing
C. Ongoing

6. Goal

Maximize the number of homes built each year within the available capital budget.

Strategies

A. As part of homeownership program consolidation, increase the use of bank financing
B. Seek approval to amend *NWTHC Act* to allow the Corporation to guarantee and underwrite loans. Introduce the initiative to all lending Institutions operating in the NWT.

Anticipated Results

Maximize the number of homes built each year within the capital budget.

Results Achieved

A. Completed
B. Completed

7. Goals

Promote growth of private housing markets.

Strategy

A. Continued implementation of 1995 Rent Scale.
B. Maximize opportunities for the sale of staff and public housing units.

Anticipated Results

Promote growth of private housing markets.

Results Achieved

A. Cabinet moratorium until division of NWT.
B. NWTHC no longer involved in sale of staff housing. Sale of public housing is under review and analysis with CMHC.

8. Goals

Promote growth of NWT economy.

Strategies

Ensure that homeownership clients and LHOs use Northern manufacturers, suppliers, contractors and community labour to the maximum extent.

Anticipated Results

Promote growth of the NWT economy.

Results Achieved

Ongoing throughout plan period.

9. Goal

Build Seniors' housing.

Strategy

Build 16 Senior Citizens' units according to Health and Social Services' direction.

Anticipated Results - Completed

16 Senior Citizen's units in the Baffin, Keewatin and Kitikmeot are built.

NWT HOUSING CORPORATION STATUS REPORT 1998-1999
PEOPLE HELPING PEOPLE

1. Corporate Goal

Support economic growth and job creation in the NWT.

Strategy

Assist northern manufacturers to become self-sufficient.

Progress

The NWTHC provided some financial assistant to set up a Northern Manufacturers Association. The Corporation continues to work to find new markets for northern made housing products.

2. Corporate Goal

Support economic growth and job creation in the NWT.

Strategy

Maximize levels of local and northern content in all Corporate housing products.

Progress

The Corporation's policy of using northern manufacturers is applied to all NWTHC projects. The Corporation completed a market price survey to ensure that northern manufacturers' pricing was within the policy guidelines of 25%.
The NWTHC continues to break its tenders into smaller components to allow more local participation. 100% of construction contracts were let to northern or local contractors.

3. Corporate Goal

Increase employment opportunities for affirmative action target members.

Strategy

Development of target group members for positions with both new governments.

Progress

Over 40% of employees of the NWTHC are affirmative action candidates.

4. Corporate Goal

Improve housing conditions in the NWT

Strategy

Implementation of Plan 2000.

Progress

The Corporation carried out 682 Plan 2000 projects in 98/99 bringing the total of 1,332 after two years of delivery.

5. Corporate Goal

Empower communities to assume responsibility and accountability for all housing delivery and services.

Strategy

Transfer of housing programs and funding to communities.

Progress

Nine communities, out of the 47 with LHOs, assumed responsibility for housing programs and have amalgamated LHO operations with those of Band/Hamlet operations. Wha Ti signed a Partnership Agreement giving the community control of public housing and home ownership deliveries. In another 19 communities the
Corporation has delegated all or a portion of the delivery of home ownership programs to community organizations.

6. Corporate Goal

Empower communities to assume responsibility and accountability for all housing delivery and services.

Strategy

Implement changes to provide LHOs with maximum decision making accountability and flexibility.

Progress

The Corporation approved LHOs to write off rental arrears to a maximum of $10,000. Changes were made in the LHO funding formula to address local concerns.

7. Corporate Goal

Promote the growth of a private housing market.

Strategy

Implementation of programs and services to assist the development of private rental and home ownership markets.

Progress

Corporation programs have assisted over 800 families to become homeowners. This helps to create a private housing resale market while freeing up public housing units for low income families. The implementation of the EDAP program and mortgage and loan guarantees allowed private sector funding to be used to
delivery more housing. MDAPP allowed additional families to become homeowners.

8. Corporate Goal
Gain federal assistance in resolving Aboriginal housing needs in the NWT.

Strategy
Lobby the federal government to have the Department of Indian Affairs and Northern Development (DIAND) fund Aboriginal housing in the NWT.

Progress

The Minister met with the CMHC Minister, Minister of DIAND and MPs to address the issue of the growing need for federal funding to provide additional new housing for Aboriginal people.

9. Corporate Goal

Put structures in place to support housing programs and services in two new territories.

Strategy

Develop and implement plans for the creation of two new territories in line with Cabinet's and the Interim Commissioner of Nunavut's approval.

Progress

The NWTHC coordinated with the Government of the Northwest Territories' department of Transportation and Municipal and Community Affairs to assist in the establishment of the Nunavut department of Community Government, Housing and Transportation.

NWT HOUSING CORPORATION 1999-2000 STATUS REPORT
BUILDING THE NORTHWEST TERRITORIES

1. Goal

Increase the impact of housing industry on Territorial employment and business development.

Strategies

a) Pursue opportunities to open new markets for private sector businesses/products to respond to emerging housing industry market conditions.
b) Pursue opportunities with the private sector to establish Northern Manufactured Product opportunities/businesses.

Status

The NWT Housing Corporation has completed its first sale of housing materials to Alaska. Housing materials for 7 units were shipped to Barrow, Alaska in the summer of 1999. The total value of materials purchased from NWT suppliers and manufacturers for Alaska was approximately $500,000.

In addition, the Corporation purchased $1.1 million in materials from Northern suppliers/ manufacturers for use in constructing units for the RCMP in 1999/2000. The Corporation purchased 99% of the construction materials from Northern suppliers or manufacturers.

This Corporation, along with Resources, Wildlife and Economic Development, also financially supports the NWT Manufacturers Association, which promotes the marketing of NWT made products/services.

2. Goal

Improve housing conditions in the Western Territory.

Strategies

a) Increased emphasis on pursuing energy conservation to reduce housing costs.
b) Pursue funding for Social Housing with the Federal Government.
c) Analyze the effectiveness of the sale of existing Public Housing and use sale proceeds to construct/renovate additional and existing units.
d) Increased emphasis on maintaining community housing stock.

Status

The Corporation pursued a P-3 initiative to complete over $ 1.0 million in Energy Conservation projects. The Auditor General of Canada has offered its opinion that Energy Conservation Projects are not eligible for the P-3 financing approach. The Corporation is working with the Energy Alliance to develop an Energy Management Strategy, which will not only promote projects but also will include plans for Local Housing Organizations and for increasing tenant awareness.

The Corporation's Minister met with his Canada Mortgage and Housing Corporation (CMHC) counterpart, the Honorable Alfonso Gagliano. The NWT Housing Corporation will be participating with other Provincial/Territorial jurisdictions to determine the funding allocations as a result of the recent Federal Homeless Funding announcement.

The Corporation has had lengthy discussions with CMHC to determine ways to sell cost-shared public housing units.

The Corporation increased Local Housing Organization budgets for overall maintenance and upgrading of public housing by $1.0 million in 1999/2000.

3. Goal

Improve the quality of advice, assistance and support provided to Local Housing Organizations (LHOs), communities and Aboriginal Housing Organizations.

Strategies

a) Expand research capability to provide better assistance on new products/services available in housing.
b) Strengthen consultation processes with key stakeholders (private sector, LHOs, communities and Aboriginal Organizations).
c) Improve Corporate communications with regions, communities, Aboriginal Organizations and the public.

Status

The Corporation conducted a Survey in 1999/2000 of all LHOs to determine where our community partners need increased support and assistance. Overall, the Corporation received a 53% approval rating from the LHOs; indicating the need for improvements in all support areas. District and Territory wide meetings between LHOs and the Corporation are being set up to allow for the exchange of information and to determine what the LHOs are looking for in terms of support, assistance and research.

4. Goal

Improve the morale of Corporation employees so that collective staff experience is not further reduced.

Strategies

a) Pursue opportunities to encourage existing staff to stay.
b) Increase the involvement of Headquarters and District staff in Corporate decision making.

Status

The Corporation completed an Employee Survey to determine areas of staff concern. There was a clear indication that many employees are satisfied with their employment (average 60% level of satisfaction) but there were a number of areas identified that were primarily related to the need to support employee training and advancement. In addition, management development was an area identified that requires further follow-up.

An Employee Advisory Committee is being set up (with staff volunteers) to work with Senior Management. As well, Senior and Middle Managers in the Corporation attended a week-long session on Labour Relations and Harassment in the Workplace.

5. Goal

Decrease individual, family and community dependency for housing.

Strategies

a) Continue the process of assisting communities to assume the responsibility of providing Social Housing to their residents.
b) Increase opportunities for communities to implement housing initiatives appropriate to local conditions.
c) Increase efforts to encourage families to recognize and accept their responsibility for contributing towards their shelter costs.

Status

During 1999/2000 the Corporation worked with the Dogrib Rae Band Housing Division to implement the first community developed program for homeownership. The Corporation is also renegotiating its partnership arrangements with the Yellowknives Dene First Nation.

Their present agreement has been in operation for five (5) years and the Yellowknives Dene First Nation and the NWT Housing Corporation would like to see the agreement updated to reflect the development of the Yellowknives Dene First Nation (Housing) in that period.

A FRAMEWORK FOR COMMUNITY JUSTICE IN THE WESTERN ARCTIC
GNWT COMMUNITY JUSTICE INITIATIVE
June 1999

The Purpose of the Project was:

- To provide a description of community justice activities in all communities in the Western Arctic;
- To identify how the Department of Justice, through its funding and the structure and organization of its Community Justice Division and in collaboration with other justice agencies (including the RCMP and the Crown), can best support community justice in the western territory given the changing social, political and policy context; and
- To evaluate the effectiveness of these supports.

Recommendations for the GNWT Community Justice Initiative

Role of Community Justice Specialists

- The importance of the CJS role in supporting committees and coordinators has been emphasized by respondents. The Department of Justice should, therefore, maintain the position of Community Justice Specialist.

- Undertake a review of the community justice specialist job description to clarify the role of the community justice specialist in the overall initiative:
  a. identify relevant job duties and responsibilities and priority activities;
  b. clarify relationships with the Department of Justice, regional or local authorities, communities ad community justice committees;
  c. determine appropriate reporting and accountability requirements to the Department of Justice, regional or local authorities, communities and community justice committees;
  d. consider required candidate skills and relevant experience;
  e. define the meaning of "community development" activities within CJS duties and responsibilities, especially as they relate to proactive activities at the community level.

- The ability of community justice specialists to fulfil their job duties is dependant upon their skill level and experience in addressing community needs. In order to maximize the role of the CJS, the Department of Justice should establish a systematic approach for identifying training programs that will enable community justice specialists to better address the justice needs of communities and community justice committees (including "how to" training skills, facilitation skills, motivation, record keeping, time management and work planning and effective communication).

- Overload, burnout and other job-related stresses affect the performance of community justice specialists as do issues from their own pasts that may be reopened during the course of assisting others. The Department of Justice needs to examine healing and self-help opportunities for community justice specialists who may be coping with personal and job-related issues.

- The high level of uncertainty regarding the activities of community justice specialists suggests that need to examine their reporting and accountability mechanisms. The Department of Justice should undertake a review of these requirements in order to ensure that community justice specialists are able to provide more detailed information about the tasks and activities carried out in relation to their job duties and responsibilities.

- As noted in the previous recommendation, lack of reporting on tasks and activities of justice specialists creates uncertainty regarding their job performance and effectiveness. In order to facilitate more effective monitoring of CJS activities the Department of Justice should consider the development of a workplan template to assist community justice specialists in the preparation of annual work plans. These work plans should be submitted to and approved by the Community Justice Division and used by the Division to help communities understand the training needs, range of activities and level of involvement the justice specialist has in their region.

Community Justice Committees

- Community justice committees in conjunction with Contribution Agreement Signatory agencies or local authorities should be encouraged to undertake the preparation of a mandate statement to clarify their purpose, aims, goals and objectives.

- The Department of Justice should assist in the above recommendation through the preparation of a generic template to facilitate communities in the development of a mandate statement.

- Community justice committees should be encouraged to customize the "Program Manual" to reflect their activities and interests and to function as a policy and procedures manual for committees.

- Community justice committees and coordinators should be encouraged to identify criteria for committee member participation. Criteria should be designed to address the issues of candidate selection, conflict of interest and bias, prerequisite skills and/or experience.

- The Department of Justice should assist in the above recommendation through the preparation of a generic package to facilitate communities in developing a suitable document of their own.

- Community justice committees should be encouraged to undertake a training needs assessment of their membership to facilitate the development of training plans for the committees. Committees should be encouraged to develop training priorities over both the short and medium term.

- The Division and Department must examine the budgetary implications of increased training fund requests from community justice committees.

- Community justice committees should be encouraged to explore ways of increasing their profile with their community and with the justice system as a whole.

- As the demands on community justice committees continue to grow, committees should be encouraged to identify priorities for their activities, and those coordinators.

- Community justice committees should be required to maintain accurate records documenting their activities. The department of Justice could assist in their process through the preparation of reporting formats that clearly identify its data and informational requirements. The Department of Justice could also assist by providing or funding training for committees on record keeping.

- Given the important role that community justice specialist play as Departmental employees in their relationships with community justice committees, linkages between specialists and committees need to operate at an optimal level. Community justice specialists should be required to fully account for the frequency, types and outcomes of contact with committees. The Department of justice should examine ways of enhancing communications and working relations between these two critical components of community justice.

- Community justice specialists should be instructed to facilitate the formation of networks and linkages between community justice committees, coordinators and other community level justice players and organizations with agencies external to the justice sector. These networks and linkages could take the form of information exchanges, agency role and service clarification, supportive assistance (such as referral networks), and interagency councils/committees.

- Community justice committees should be encouraged to establish regular communication with their local RCMP detachment regarding the interpretation and application of diversion criteria. Community justice specialists should periodically meet with both the RCMP and committees to review the protocols and determine whether these are working to the satisfaction of all parties.

- The Community Justice Division and the Division of Corrections, with the development of a stand-alone probation service, should mutually assess the opportunities for integrated training of probation officers, CJSs, committee members and coordinators.

- The Community Justice Division and the Division of Corrections should emphasize to CJSs, committees, coordinators and probation officers the importance of establishing contact to determine whether there are ways in which they might work in common to prevent and reduce crime.

- Senior Department of Justice management should take on a more active role in communicating with RCMP management and Crown Attorneys to make them more aware of the operations of the program and the ways in which these important justice system actors can support it.

Funding and Accountability

- More regular written reporting is necessary from the CJSs, both to the Division to fulfil their accountability as employees and to the communities to maintain their accountability for services being provided.

- Reporting to the Division and to the communities by the CJSs should be based on their work plans and indicate which activities have been carried out, which have not, the reason why not, problems encountered and any needs for resources or assistance. The optimal reporting period to the division can be determined by the Director in consultation with the CJSs but should be at least quarterly. Reporting to the communities should be done on a regular basis through meetings with local governments, especially at the beginning of the fiscal year to discuss the workplan. Committees and local governments can subsequently be sent copies of part or all of the CJSs' written reports.

- CJSs should meet with committees/coordinators/sponsoring organizations (or by telephone/email if necessary) when contribution agreements have been sent to go through the agreement and ensure that it will not get "lost" among other paper work. At the same time, the reporting requirements and types of information requested should be fully explained and a time frame specifically set out for these. The CJS must systematically follow up at an early enough point with committees/coordinators/sponsoring organizations and provide assistance if needed.

- The Division and the Department should examine its own process for sending agreement and cheques with respect to timing. Communities should have their moneys when they expect to receive them, if reports have been submitted.

- A simplified reporting form, standard for all committees/coordinators, needs to be designed and provided to committees/coordinators/sponsoring organizations as part of the contribution agreement package. In one or two pages, the key data requirements can be set out in a check-off, fill-in-the-blanks, yes/no format. Among the questions to be included should be to identify any problems affecting their functioning which they have encountered, either with the Division or with other parties, as well as any needs that may have emerged.

- Funding should be enhanced for the training needs of committees/coordinators. This is necessary for some of their reporting functions, e.g., bookkeeping, records maintenance. The importance and potential uses of adequate documentation to the committees/local projects and communities they serve needs to be part of this training. As one respondent pointed out, knowledge about their evidence helps "to build the process of starting a new justice system."

- A forum for committees to be able to share their current efforts in collecting and maintaining information as well as the uses made of this information should be provided by the Community Justice Division. Three coordinators/committees in the eight visited communities are now developing systems to track their activities and decisions. Their models and experience may meet the needs of both other communities and the Division.

- The ability of committees and projects to plan their activities so that they can respond to local needs and demands requires predictability of the funding amount and its timing. The Community Justice Division informs communities of the amount they can expect. Timing is a problem, however, not just in terms of the current process but also with regard to the portion of the total payment being provided in each installment. Some committees find that they require more funds at the beginning of the year or at specific points in order to implement some activities. Consideration should be given to changing the installment sizes if a committee/coordinator presents a plan requiring this.

- While the Community Justice Division requires information from communities, it also has a responsibility to provide communities with adequate and current information about its own activities, developments in the Territorial justice system processes and practices, potential funding sources, changes in legislation or legal interpretations that may affect the work being carried out by committees. A periodic newsletter, including this as well as other information about community justice, should be prepared and distributed to the coordinators by the Division. Creation of a website for the program should be considered as an increasing number of communities are gaining access to the internet. The costs of internet access should be provided by the program.

Evaluation and Monitoring Framework for the Community Justice Initiative

- Before an evaluation framework can be designed, the Community Justice Division must clearly define its aims and objectives as well as the activities it is undertaking to specifically achieve these aims and objectives.

- The uses to be made of the information should be established as a guide to setting priorities for collecting the necessary data. Among these uses should be that of providing to committees/community projects the accumulated knowledge about their own programs and the results they are achieving.

- A number of supports (including training) are required by committees/sponsoring organizations if the Department of Justice will be asking them to collect and provide a range of detailed data. The Community Justice Division must make provision for these supports in order to be able to obtain consistent, reliable and accurate information.

AN ASSESSMENT OF THE NEEDS OF VICTIMS OF CRIME IN THE NORTHWEST TERRITORIES JULY 1991

Recommendations

1. That a victim assistance program should not be imposed on a community by any government or non-governmental organizations. Outside assistance should be available at the request of the community.

2. That deliberate attempts be made to have more community involvement in the justice system.

3. That more resources be allocated toward to the provision of counselling services and the training of community people in counselling.

4. That funds be available for the training of community facilitators.

5. That some agency (government or non-government) be available at the request of the community to provide education and assistance to the communities on the process of setting up a victim assistance program. This could be the role of a Victim Assistance Coordinator in conjunction with a NGO (eg. Women's Shelter, Arctic PLEI, etc.).

6. That an effort be made by the government to put resources into a well thought out education program on the court system, designed to assist victims through the court process.

7. That assistance be given communities, if necessary, to promote better coordination between helping agencies, and that some mechanism be built in to see that this process is continued on an ongoing basis to ensure that new personnel continue to be aware of the processes to follow.

8. That a closer look be taken at providing protection for women. Indication is that safe places are needed in the victims home community so that support from family and friends is available, and further victimization of the woman does not take place by her having to leave her community with her children.

9. That the role of mediation be explored seriously.

10. That services for victims be available in the victim's own language. It is necessary that there be adequate interpretation between the victim and the Crown prosecutor before the victim is on the stand as a witness.

11. That adequate resources be made available to establish a victims assistance service in one community in the western Arctic and one in the eastern Arctic, and that other communities be made aware of these programmes with the idea of possibly adapting parts or all for their own communities.

CRIME AND CORRECTIONS IN THE NORTHWEST TERRITORIES
August 1998

The following recommendations are made for improving the current system of community corrections. Questions of accountability and placement of the function within the government are addressed later.

We recommend that significantly more resources be placed in the communities specifically for correctional operations. We estimate that the requirement is for 35 new positions, at a cost of some $3M to $4.5M annually (of which $1.5M has already been transferred to Health Board for upgrades in probation services).

We recommend that the workers who perform correctional functions receive more training, experience and support in handling the challenges particular to dealing with offenders. This training should rest with the Corrections Division. We estimate this would require two new positions and an additional $300K annually.

We recommend that the Corrections Division establish substantive standards governing the supervision of offenders in the community.

We recommend that where the number of workers in the area permits, one worker should concentrate on the delivery of correctional services and be relieved of other duties.

We recommend that a significant investment be made in services to victims and their families, and that the Ministry of Health and Social Services be tasked with establishing a plan for this investment. The victim service worker should not be the same person who delivers services in respect of offenders.

JUSTICE HOUSE
REPORT OF THE SPECIAL ADVISOR ON GENDER EQUALITY
May 1992

Recommendations:

1. That courts be conducted in the language appropriate to the venue of the sittings.

2. That the use of plain language in court proceedings be actively encouraged and be considered as required in the courtroom.

3. That the curriculum of elementary and high schools in the Northwest Territories be reviewed with a view to incorporating sections on the administration of justice. In particularly, areas of curriculum development should include:
   - an historical overview of the development of our present court structure;
   - the structure of courts and the variety of jurisdiction exercised by different levels; the role of persons involved directly in the administration of justice, including the judiciary, crown counsel, defence counsel, counsel in civil disputes and administrative positions such as clerks, court reporters;
   - a comparison of other means of dispute resolution and problem solving that are used in different cultures.

4. That Arctic PLEI receive increased funding from both levels of government as well as bodies such as the Law Society of the Northwest Territories so that it may provide appropriate and accessible public legal education.

5. That funding arrangements which currently exist between the Government of the Northwest Territories and the Federal Government be reviewed such that shared funding for the operation of legal aid schemes permit regional clinics to undertake public legal education and that public legal education be a mandated activity of regional clinics.

6. That interagency community and cooperation, both at the policy and community level be developed and encouraged by the Ministers responsible for the Departments of Social Services, Health and Justice.

7. That general fairness and awareness training be mandatory for all sitting members of the judiciary.

8. That future education programs offered to the judiciary address the questions of gender fairness and cultural awareness together such that difficult questions of the impact of each area on the other are fully canvassed.

9. That training materials addressing issues of gender fairness be developed for justices of the peace, and that such materials be considered an integral part of training received by justices of the peace.

10. That justices of peace be encouraged to participate in any relevant interagency training offered in their community.

11. That the RCMP pursue affirmative action policies to encourage the recruitment of women.

12. That specialized training be offered at the time of recruitment respecting responses to and investigation of cases of spousal and sexual assault.

13. That the RCMP make greater efforts to inform the public of the existence of the RCMP Complaint Commission and how to go about making a complaint.

14. That interagency training in the area of gender fairness and the dynamics of family violence be offered at the community level to participants from various fields. RCMP officers, health workers, social workers, justice of the peace and other agencies should participate in the training. The costs of training should be shared between the two levels of government.

15. That Crown attorneys have access to training on gender issues including the dynamics of family violence and sexual assaults.

16. That all individuals who are employed in connection with the administration of justice, as legal counsel, legislative drafters, legal aid administrators, court workers and interpreters be required to take programs respecting the issue of gender bias and that such programs be offered on a regular basis by the Department of Justice.

17. That all practicing lawyers who wish to undertake legal aid work and be eligible to be listed on legal aid panels for that purpose be required to undergo continuing education in the area of gender bias and cultural awareness in order to commence or continue that practice.

18. That the Law Society of the Northwest Territories be responsible for the development and delivery of programs respecting gender sensitivity and that all members of the profession be encouraged to participate.

19. That the Status of Women Council for the Northwest Territories undertake a major public awareness campaign directed as providing information concerning the position of women, the perpetuation of stereotypes and the limitations imposed on women as a result of lack of understanding or refusal to under the issue of gender bias.

20. That education materials that continue to portray stereotypes or women be removed from school curricula.

21. That the Department of Education review available materials directed and deterring violent conduct and that appropriate materials be developed for delivery in the Northwest Territories.

22. That a major pubic awareness campaign be launched by the GNWT directed at changing attitudes towards violence against women. This campaign must be adequately resourced. The campaign must use primarily not written materials, however, funding for existing resources in this area such as the regular publication of the Spousal Assault Network Newsletter should be assured.

23. That sufficient resources be allocated to legal aid clinics to permit them to place greater emphasis on obtaining civil relief on behalf of clinic clients. In some cases this may require contracting the services of a second lawyer whose responsibility would be civil matters.

24. That the Legal Services Board approve or designate a specific category of eligibility respecting applications by person threatened with or apprehending violence.

25. That the Legal Services Board take steps to better inform the public of procedures involved in applying for financial assistance and the mechanisms available for the review of a decision respecting qualification.

26. That the *Domestic Relations Act* be amended to grant to justices of the peace jurisdiction to hear cases involving custody of and maintenance for children.

27. That the coordinator of the Justice of the Peace training program develop training materials respecting the hearing of civil law matters, with emphases in the area of family law, and that such training be offered to justices of the peace coincidentally with training in the criminal law sphere.

28. That the *Maintenance Act and* the *Domestic Relations Act* be amended to provide the option of ordering non-monetary support.

29. That the *Maintenance Act* be amended to enable common-law spouses to obtain spousal support.

30. That the GNWT take such steps or allocate such resources as may be necessary to complete the review of family law in the NWT and that the passage of legislation arising from recommendations be given priority.

31. That the *Limitations of Actions Act* be amended by removing the limitation period for civil actions arising out of sexual assaults.

32. That appropriate measures must be taken to ensure that the criminal injuries compensation program is adequately publicized.

33. That the federal government immediately re-instate funding for criminal injuries compensation and for other forms of victim assistance.

34. That policy directives be developed within the Royal Canadian Mounted Police requiring institution of charges under section 127 of the Criminal Code in instances where there are reasonable and probably grounds to believe that the terms of a restraining order have been violated.

35. That an appropriate protocol between the courts and the Royal Canadian Mounted Police be established which will enable the police to be accurately informed of existing custody orders and provide them with the capacity to enforce such orders.

36. That policy directives be developed within the Royal Canadian Mounted Police requiring the institution of appropriate abduction or kidnapping charges when reasonable and probable grounds exist respecting child abduction.

37. That the Maintenance Enforcement Office be better resourced by the allocation of permanent full time person years.

38. That the Maintenance Enforcement officer be provided with access to legal advice either through the GNWT Department of Justice or through a contracted retainer for legal services.

39. That the availability of maintenance and enforcement remedies be better publicized by the production of television advertisements and pamphlets and posters translated into aboriginal languages.

40. That regulations pursuant to the *Corrections Act* be enacted to provide for the mandatory deduction of support payments from funds earned by inmates for paid labour or related activities. Such payments should not require the prior existence of a court order for support as most women will not seek support orders in these circumstances.

41. That the *Social Assistance Act* be amended to permit the director of Social Assistance to apply to the court for child support or spousal support payments from non-custodial parents in instances where financial assistance has been provided by the Department to the applicant.

42. That the police charging policy with respect to spousal assaults continue to be rigorously enforced.

43. That counselling and support services be provided to victims to permit them to make informed choices about the prosecution of domestic violence offenses.

44. That Crown prosecutors abide by expressed wishes of the complainant unless there are compelling reasons to proceed with the prosecution.

45. That the federal government allocate more Crown attorney positions to the NWT.

46. That a training program be instituted through the joint cooperation of the Department of Justice and the Department of Social Services to offer counselling and support services to the victims.

47. That training be offered through Aurora college and existing programs of adult education respecting Victim's Assistance.

48. That training for victims' assistance and counselling be community based and culturally relevant.

49. That counselling services for both the victim and the abuser be available at the community level.

50. That paid positions for victim's assistants be available at the community level, and that these positions be funded in part from the victims of crime surcharge.

51. That protocol be developed between the RCMP, Department of Social Services, local resources such as shelters and Victims Assistants respecting contact with and support for victims at the earliest possible stage.

52. That communities be given the opportunity to develop appropriate mandates for victims' assistance as the type and method of support will vary and should be flexible.

53. That the GNWT provide increased levels of financial support to the Department of Social Services Family Violence Program.

54. That the *Criminal Code* provisions dealing with the power to release or detain accused persons be amended to provide to the police the authority to impose conditions on release.

55. That release provisions requiring the accused to leave the community prior to trial or appearance be imposed and tested in the courts.

56. That, in appropriate circumstances, the court be closed to the public.

57. That for offenses that permit the Crown to make an election, in appropriate circumstances the Crown proceed by way of summary conviction.

58. That counselling programs specific to abusers be offered at all correctional facilities in the NWT and that such counselling be mandatory for persons convicted of offense of domestic violence.

59. That the use of Victim Impact Statements be expanded to all parts of the NWT and that the nature and purpose of the statement be explained to victims by police officers and completion of the statement be assisted and encouraged by the police.

60. That Crown attorneys be encouraged to use Victim Impact Statements at sentencing.

61. That Victim Impact Statements be available in languages appropriate to the community in which they are being used.

62. That mediation services for the resolution of civil law disputes in the area of family law be developed and publicly funded.

63. That training for mediators be mandated by legislation, together with legislation that governs the conduct and competence of mediators.

64. Because of weaknesses in the process, that mediation not be mandatory.

65. That the courts continue to develop means of receiving input from communities with respect to the administration of justice generally, and where appropriate, with respect to the disposition of particular cases. Community committees that may be organized for this purpose must have input from women at the community level and community input must not become a vehicle for legitimizing inappropriate actions towards or attitudes about women.

66. That the screening of potential candidates for judicial office include inquiries directed to attitudes about women and that this be a factor in considering the suitability of prospective judges.

67. That policy guidelines be developed for the appointment of lay persons to the Judicial Council which guidelines ensure representative appointments on the basis of both gender and culture.

68. That consideration be given to the expansion of the role of the Judicial council such that it may assume greater administrative responsibilities respecting the operation of the courts, and further that it be able to assume a role in judicial education.

69. That lay representation on the committee responsible for vetting applications for judicial appointment to the Supreme Court of the Northwest Territories be a stipulated requirement and that policy directives be developed that prefer the appointment of qualified women candidates and members of visible minorities to the committee.

70. That the local committee have the power not just to review applications received from the commissioner of Federal Judicial Affairs but to actively recruit judicial candidates.

71. That affirmative action policies be developed in the NWT to encourage the recruitment of qualified women for judicial office.

72. That further positions for superior court judges be created to reduce the present barriers to this position for those with child rearing responsibilities.

73. That the NWT Branch of the Canadian Bar Association develop a procedure for lodging of anonymous complaints by lawyers respecting the conduct of Territorial Court Judges.

74. That a code of conduct and judicial ethics be developed which specifies that conduct which ought to attract sanction or investigation.

75. That the *Territorial Court Act* be amended to provide that extra-judicial conduct be reviewable for disciplinary purposes if such conduct is of a kind which would erode the public confidence in the judge's capacity to perform his or her function impartially.

76. That further study be undertaken with a view to developing more certain criteria in the *Territorial Court Act* for disciplinary action respecting members of the judiciary.

77. That sanction be available for breaches of a code of conduct and judicial ethics.

78. That the forms of sanction available be more diverse and that such sanctions be specified in the *Territorial Court Act*.

79. That codes developed for judicial conduct allow members of the judiciary increased abilities to interact with members of the public.

80. That members of the judiciary undertake efforts to better inform the public and the media of the nature of their function and the role that they are required to maintain in the court process.

81. That members of the judiciary participate on a more regular basis in public legal education, and that opportunities for such participation be extended to members of the judiciary by bodies responsible for such programs.

82. That the position of Chief Justice of the supreme Court of the NWT be created and that the Chief Justice have primary administrative responsibility respecting the operation of the Supreme Court and responsibility to review at first instance concerns raised about the conduct of superior court Judges and the administration of justice generally at that level of court.

83. That provision be made for lay representation from various jurisdictions on the Canadian Judicial Council. Such representation should include a cross section of both gender and culture.

84. That there be a more diverse spectrum of sanctions available respecting the conduct of superior court justices.

85. That models of judicial evaluation be reviewed by the NWT Judicial Council with a view to adapting an evaluation mechanism for use in the NWT.

86. That the *Justices of the Peace Act* be amended to provide for the additional appointment of a second lay representative, in keeping with the provision adequate public representation on bodies governing the appointment and conduct of judicial officers.

87. That the *Justices of the Peace Act* as amended be proclaimed in force and appointments be made so that the Council may take up its functions.

88. That selection criteria for justices f the peace encourage the selection of Aboriginal women such that adequate representation of women as justices of the peace is achieved.

89. That grounds for discipline should be specified and it should be clear that grounds for discipline include behavior out of court.

90. That the amendments to the *Justice of the Peace Act* be proclaimed into force so that mechanisms for the review of conduct of justices of the peace are available.

NORTHWEST TERRITORIES CORONERS SERVICE – 1996 ANNUAL REPORT

CASE #1

Jury Recommendations:

To the Minister of Health & Social Services

1. That the position of Sexual Assault Specialist in the Baffin Region be filled immediately.

2. That the ministry increase the number of sexual abuse workers in all regions.

3. Whenever possible, the sexual abuse workers should be able to speak and understand the language of the community and be from that community.

4. That the department develop and maintain a catalogue of resources specific to the needs of victims of sexual assault and that the department make the social workers and specialists working in this are aware of this catalogue.

5. That follow up be offered to persons attempting suicide. That an inter-agency approach be developed with community direction and input as to how these follow up services may be offered and implemented.
   a. That the victims of sexual assault, who have assisted or testified at preliminary trials or criminal prosecutions, be followed up more frequently by an inter-agency community directed team.
   b. That the victims of sexual assault be offered resources within the community or outside the community and that the choice of where the victim wishes to seek assistance be the choice of the victim.

6. There should be inter-agency cooperation to develop and implement effective proactive treatment programs to assist those who have been identified as sexual assault victims, or as having displayed suicidal behavior in the past.

7. The department review in consultation with the communities any existing time frames for responding to requests for counselling or treatment. Where time frames do not exist, they should be established.

To communities:

8. Recommend the community be assisted to:
   a. Plan and implement a program regarding sexual abuse and healing.
   b. Facilitate healing workshops and support groups regarding sexual assault and abuse.

9. The community assist in the development of inter-agency approaches in the area of suicide follow-up and sexual assault witness follow-up.

10. Encourage the early reporting of sexual assaults so they can be promptly investigated and dealt with. Establish, with the Community Justice Committees, programs to encourage sexual offenders to come forward and promptly take responsibility for their actions and obtain any assistance required, so reconciliation can be achieved as soon as possible.

To the C.O. "G" Division Royal Canadian Mounted Police:

11. RCMP members should receive more intensive training in the culture and environment in which they are stationed. They should also receive specialized training in dealing with victims of sexual abuse and assault.

12. The RCMP should review the training requirements for guards and matrons.

13. The RCMP consider granting members requests to stay in communities beyond 2 years.

14. A protocol be established between the Yellowknife Detachment and the Yellowknife Detox Centre regarding the lodging of intoxicated prisoners at this centre.

15. Continue to upgrade the cells in the detachments in the Northwest Territories to minimize the risk of suicide.

To the Minister of Justice, Government of the Northwest Territories

16. That consideration be given to setting up a task force to investigate sexual and physical abuse in the residential schools of the Northwest Territories.

17. That sufficient resources be allocated to perform this task.

18. Follow-up program for court ordered abuse treatment programs.

To the Premier of the Government of the Northwest Territories

19. That each department work together with communities to develop alternate, victim controlled measures to deal with sexual assaults. That these measures be cultural sensitive and account for the view of the persons involved who wish to confront their abusers and to have the matter resolved quickly. In addition, that the departments be aware of the communities desire to have both the victim and the abuser healed and the matter reconciled and that the departments work with communities to achieve this common goal.

20. Carefully screen teachers to try and eliminate those with propensities to abuse the students to the extent possible.

NORTHWEST TERRITORIES CORONERS SERVICE – 1997 ANNUAL REPORT

CASE #1

Jury Recommendations:

To the Baffin Regional Health Board

1. That all necessary instruments be available at all times ie. oxygen and oximeter.

2. That the guidelines proposed by the Dental Death Fatality Review Committee be implemented in full. Further, that funding be supplied immediately to ensure that the necessary equipment and instruments are in place to ensure the safety of patients undergoing conscious sedation.

3. That the Baffin Regional Health Board ensure that competent resource persons are made available to families who experience the death of a loved one.

To the Government of the Northwest Territories

4. That the guidelines as set out by the Baffin Regional Health Board pertaining to conscious sedation be implemented throughout the Northwest Territories.

NORTHWEST TERRITORIES CORONER'S SERVICE 1999 ANNUAL REPORT

CASE #1

Recommendation:

- In 1999, a recommendation was made by the coroner to the GNWT to consider developing or adapting any existing awareness campaign to include components designed specifically for youth.

CASE #2

Recommendations:

- All spousal assaults where children reside in the home be treated as "Child Welfare" cases with the appropriate generation of files, documentation, protocols and monitoring system set in motion. *The investigation revealed that spousal assault cases are handled by Social Services but do not always involved a Child Welfare Workers. Even if the children are not the target of the physical violence, their exposure to it and it's effect on them should automatically make it a child welfare issue requiring a full investigation.*

- A Social Services representative attend all community court dates and report on any issues that may arise from these sessions. *It was unclear as to whether the Social Workers in this case were aware of the spousal and child safety issues. By attending all court sessions, they can be assured that none of these reported cases are unknown to their department.*

- Social Services work with the RCMP to formalize a reporting structure for all cases which may have relevance to their respective responsibilities. *There was no record of any contact between Social Services and the RCMP. A formal method of assuring that such contact is made and documented needs to be addressed.*

- It should be reinforced to social workers that they can and should act if and when they are aware of any incidents or conditions which warrant attention without waiting for official notification. *It seemed that Social Services personnel could or would only act if an "official" request was made. In small communities in particular, one is often aware of situations where it is appropriate to intervene without official notice. It is the duty of every citizen to acknowledge and act accordingly when lives are in danger.*

- Social Services workers should be prohibited from endorsing or recommending individuals for procurement of an FAC or similar document. *A social worker in this case signed as a reference on an FAC application which clearly indicated a previous assault charge against the applicant. This was another example of being aware of a family violence situation and not taking appropriate actions.*

- A campaign should be initiated or strengthened to generate public awareness of domestic violence and it's effect on victims and witnesses.

- Consultation should be held with appropriate advocacy groups when designing or introducing any initiatives or policies related to domestic violence and it's related issues.

- In all cases of homicide or suicide children and other family members, witnesses or other involved persons must receive immediate and comprehensive counselling. *It appears for the most part, this was done in this case. The recommendation is to ensure this protocol continues*

- The RCMP should be encouraged to use their authority under section 103 of the *Canada Criminal Code* to seize weapons and FAC's from individuals for safety reasons in domestic violence cases.

- In cases of spousal assault, consideration should be given to making counselling a mandatory component of any sentence, release or probation.

- In the case of repetitive offices for spousal assault, offenders should only be granted supervised custody or access to children as a condition of release, conditional discharge or probation. *E ven though the father in this case had threatened suicide, was a known abuse of alcohol, and a repeat violence offender, he was allowed unrestricted, unsupervised access to his children.*

- A "Child Advocacy Group" with the power to seek custody restrictions be formed and/or empowered to request supervised or restricted custody orders where warranted in family situations where dangerous or repetitive offenders are involved. *Where the court is restricted from custody issues and "spouses" of violence offenders are afraid or reluctant to act, the development of a third party to act on a child's best interest is warranted.*

- That "spouses" no longer be allowed to act as references on FAC's or similar applications. *"Spouses can be easily intimidated to act in this capacity when they are placed in this type of situation"*

- Crown Prosecutors should request a firearms/weapons prohibition and an order directing the surrender of an FAC and/or weapons/firearms by the accused, in all repetitive spousal assault convictions. *When these charges are dealt with summarily, there is no mandatory prohibition. Nor is there any mandatory request for a weapons prohibition. This would be a proactive approach to prevent situations like this one especially in the case of repeat violent offenders.*

- Amend the current legislation so that the summary conviction of a repeat violent offender automatically suspends an FAC and carries a weapons prohibition. *A conviction under an indictment charge carries a weapons prohibition. Summary charge convictions do not.*

- Amend the current legislation so that the consideration of an FAC ban be mandatory at all court pending cases and probationary periods dealing with family violence.

- That the appropriate minister direct this department to investigate ways of developing a "Restricted Access Procedure" to enable violent offenders to engage in traditional hunting activities by providing for "Restricted Access to Weapons". *Often we hear the reasons for not calling for weapons prohibition is the need for the person to provide for his family through traditional hunting methods. However, if we can develop a system by where the offender can have "restricted" access to hunting equipment, the resistance to call for a weapons ban may be reduced.*

A NORTHERN PERSPECTIVE ON SPORT REPORT ON THE TERRITORIAL REGIONAL CONFERENCE JULY 12-14, 2000

Recommendations Arising from the Conference

Sport Development

Developing mass participation in sport requires encouraging accessibility of sport to Canadians. It also requires the development of coordinated initiatives to improve athlete progression from entry to high performance level; to enhance the relationship between sport and the education system; to enhance the role of the Major Games in sport; to enhance the profession of coaching; and to improve the status of women, aboriginals and visible minorities in sport.

In seeking the recommendations of conference delegates towards improving sport development in Canada, the following three questions were discussed:

1. What are the gaps and/or weaknesses in the sport development continuum from grassroots to high performance?
2. What are your suggestions on how we can address these gaps and/or weaknesses?
3. As a stakeholder (e.g., athlete, coach, administrator, volunteer, sponsor, etc.), what role can you play?

The following are the resulting recommendations:

National - Primary

- Recognize the Arctic Winter Games and the North American Indigenous Games as sport development tools for aboriginal athletes and an integral part of the Canadian sport system.
- Develop an Aboriginal/Northern aspect to the National Coaching Certification Program (NCCP) e.g., less intensive technical instruction, recognize low literacy rates.
- Incorporate quality daily physical education in the school system.
- Promote sport and physical activity in a way that incorporates:
  - a holistic, balanced approach (mental, physical, and spiritual);
  - family values;
  - an aboriginal perspective; and
  - an emphasis on non-competitive, participatory sport over competitive sport.
- Recognize physical education as an important subject in schools and invest in training physical education teachers.
- Support adult multi-sport games for high-performance athletes to allow them to continue to stay active.

National - Secondary

- Maintain Human Resources Development Canada (HRDC) funding for coaching internships and make funding available year round.
- Incorporate Arctic sports in the Canada Games.
- Establish a National Training Centre for the Territories open to all athletes.

Regional - Primary

- Bring the three Territories together to discuss and promote sport-related issues. Government officials should implement this Conference's recommendations in the Territories.

- Promote role models from the Territories within the Territories and at the national level. Encourage Territorial governments to hire Northern role models, e.g., to give technical clinics to communities.

- Introduce a Northern Summer Games in the year after the Arctic Winter Games.

Regional - Secondary

- Implement funding for developing high performance athletes who are not yet eligible for federal carding support.

- Incorporate indigenous sport into school physical education curriculum.

Participation in Sport

Canada is respected worldwide as a true sporting nation. While sporting opportunities are presented as open to all, there are a number of social, economic and cultural factors that impact upon participation in sport including gender, race, economic status, physical ability, the value placed on physical activity, the availability of qualified coaches, etc.. The workshops on this theme focussed on the following questions:

1. What are the major barriers to participation and how can they be overcome?
2. What special steps are necessary to increase participation by under-represented groups?
3. How can we improve participation in sport by all Canadians?

The following are the resulting recommendations:

National - Primary

- Institute tax breaks at all levels of government related to sport.

- Increase the number and quality of volunteers by:
  - establishing recognition programs and campaigns to promote voluntarism;
  - using regional volunteer role models;
  - creating stronger networks among volunteers;
  - ensuring that national materials are sensitive to the uniqueness of the North;
  - promoting the benefits of voluntarism to counter the diminishing appreciation within society for voluntarism; and
  - defining the role of the volunteer to overcome the increasing demand for honoraria.

- Promote the development of an entry level coaching program. Include a grassroots representative on the National Coaching Working Group to ensure that the barriers to participation at the entry level are taken into account.

- Research and support the use of new technology in training programs (and eventually competition) to increase accessibility.

- Break down the barriers and recognize the value of sport and recreational sport by ensuring that the various levels of government work together and combine their efforts.

- Ensure that cultural identities are recognized.

- Let the communities decide on how to spend/direct financial resources, e.g., First Nations, etc.
- Recognize that cultural identity and pride calls for diversity in physical activities. Use role models for kids to follow. Visit schools to help kids develop pride in their cultural identity. Make use of elders.
- Use the expertise of former athletes in coaching and in the organization of sporting events.

National - Secondary

- Establish sport programs for women and girls beginning at an early age.
- Ensure that when government capital funding is approved for new facilities, operation and maintenance funding is also available where local resources are insufficient.

Regional - Primary

- Establish local and regional Sport Halls of Fame.
- Develop sports that are appropriate to the community.
- Employ appropriate staff to deliver community-based programs and training through stable/secured funding.

Regional - Secondary

- Better coordination by community organizations of their activities to avoid duplication and scheduling conflicts.

Sport Promotion

Improved promotion of sport in Canada could increase the awareness of the benefits of sport, including its contribution to Canadian culture and identity. This would contribute to increasing participation in sport so that individuals, communities and the nation can take full advantage of its many known benefits. Sport promotion can help increase sponsorship interest and generate the necessary support for sport in general. It can recognize and encourage Canadian performance and provide role models outside of professional sport. Sport promotion might be used more specifically, for example, to strengthen the Canada Games as a sport development tool and to promote the Canada Games as a Canadian institution.

In recognition of these benefits, the workshops on sport promotion considered the following questions:

1. How can we better promote the benefits of sport to increase participation in, and support for, sport?
2. Who has responsibility to promote the benefits of sport?

1. When we promote sport, what should be our primary message?

The Sport Promotion workshops generated the following two mottos and recommendations:

National - Primary

SPORT PROVIDES A BETTER QUALITY OF LIFE

FIT FUN FOR EVERYONE

- Promote the benefits of sport and recreation at a young age. Get them while they're young! Use local role models/heroes. Involve more youth in planning and decision-making.

- Promote the benefits of sport and recreation through recognition of Aboriginal sport. Add Arctic sports events to the Canada Games.

- Assist the sport community to become better lobbyists and promoters of the benefits of sport and recreation.

- Increase the support and recognition from all levels of government of the need for sport and recreation through promoting their benefits.

- Share the use of F-P/T funds to address regional and territorial strategies to promote sport. Partner to develop and deliver the promotional messages. Seek buy-in by local media as it is integral to success.

- Promote sport as healthy active living including its role in teaching positive values, as an alternative to negative activities, and as a family activity.

- Recognize the importance of volunteers and sponsors.

- Support and promote the hosting of Major Games, including the Arctic Winter Games and the North American Indigenous Games. Major events create legacies, enhance infrastructure, increase the volunteer base and develop skills in people.

- Determine what aspects of sport to promote. Partner with other agencies sharing similar concerns.

National - Secondary

- Use photos, examples, etc. of less popular sports, aboriginal sports, northern settings, etc. in national resources and material so that every Canadian can see themselves and feel part of the message.

- Recognize that everyone is responsible for promoting the benefits of sport and recreation (parents, public health, schools, governments, recreation directors, etc.).

- Increase the national media coverage of major games such as the Arctic Winter Games.

Regional - Primary

- Promote sport more at the grassroots level through the local media, high performance athlete mentors, in schools, etc.

Regional - Secondary

- Support trained professionals in the community. Put in place incentives for professional recreation directors. Educate/train teachers in public schools.

- Provide more opportunities for the sport and recreation field to get together, network and communicate.

- Make better use of existing resources such as the Canadian Parks and Recreation Association Benefits Catalogue.

- Adapt sports to fit the uniqueness of the North, e.g., 3 on 3 hockey.

Resources in Sport

Canadians of all ages enjoy a wide variety of organized sport opportunities ranging from minor sport at the community level to high performance international competition. The resources required to support a sport system of this magnitude are many. For instance, equipment costs affect everyone from the young child in minor hockey needing skates, stick and safety equipment to the national team cyclist who requires extremely expensive, technically advanced equipment and clothing. Significant resources are required to build, maintain and operate sport facilities; to provide travel expenses for athletes to train and compete; to design and deliver educational programs for coaches, officials, volunteers and other support staff; to administer local, provincial and national sport and multi-sport organizations; and to host local, national and international events.

Workshop discussions on this theme considered the following questions:

1. How can we use existing resources in sport more effectively?
2. How can we encourage more support from the private sector?
3. What are some new and/or innovative ways that can generate more resources for sport?

The workshop discussions resulted in the following recommendations:

National - Primary

- Make the case for "development through sport" to related territorial and federal agencies and government departments (e.g., Health, Justice) for cost sharing and enhanced support of sport.

- Investigate corporate interests and determine how sport can serve their needs.

- Educate sport leaders in promotion, marketing and networking.

- Encourage Territorial Sport Organizations and National Sport Organizations to work more closely together when dealing with sponsors. Ensure that any resulting funding and in-kind support filters down to the regions.

- Extend the Northern residents tax deduction to include Northern businesses.

- Investigate tax breaks for travel expenditures for sport organizations in the North.

- Support the Mills Report recommendation for a 150% tax break for corporate investment in sport, particularly for small and medium businesses.

- Utilize the resources in sport more effectively by:
  - grouping similar sports together and develop working partnerships between sports (ie: biathlon and cross country skiing);
  - reviewing how funds are allocated to governing bodies and the criteria to receive money;
  - considering the costs to organizations when allocating funding to organizations, not just their number of members (e.g., there are fixed costs to host an event regardless of the number of competitors);
  - investigating duplication in the support that the three levels of government provide to sport;
  - ensuring that representation on national boards, committees, etc. includes a Northern perspective as not all expertise is in Central Canada; and
  - creating a "level playing field" in the sport system by simplifying and streamlining it.

- Encourage more support from the private sector by:
  - providing training and other support to the sport community to help them prepare more effective presentations when requesting support from business; and
  - encouraging more fiscal resources from the private sector through support from the Federal Government with corporate tax incentives.

- Generate more resources for sport by:
  - instituting a Federal Government promotional/marketing program to demonstrate the value of sport as a preventative tool (e.g., health, crime);
  - tapping into resources from land claims agreements; and
  - recruiting "champions" at the national (e.g., Wayne Gretzky) and at the local level to lead the charge to draw financial support to sport. The "champion" would also promote respect for sport.

National - Secondary

- Make Training Centres accessible to developing athletes.

- Develop a national database or inventory of resources (e.g., grants, Foundations, programs) that can be accessed by all jurisdictions.

Regional - Primary

- Recognize the private sector for being incredibly supportive of sport in all three territories (e.g., providing sponsors with profile and remembering to say thank you).

- Encourage NWT & Nunavut to initiate programs to support lower socioeconomic groups e.g., the Kids Recreation Fund in Yukon.

- Enhance the cost-effectiveness of training courses for coaches, officials and administrators by bringing experts to the North to train the trainers.

- Coordinate joint sponsorship deals across the three Territories to provide one strong voice when negotiating with larger corporations, e.g., NorthwesTel.

Regional - Secondary

- Offer the use of sport services and facilities as incentives for business support.

- Share information among the Territories, e.g., best practices that have worked in other communities and regions. Utilize the internet.

- Facilitate sharing of facilities and resources at the community level, e.g., between clubs and schools, community use agreements.

- Establish community equipment banks.

- Increase communication among stakeholders and partners. Agree on goals and develop plans cooperatively to provide more focus and avoid overlap.

Ethics and Values in Sport

Ethics have been described simply as trying to do the right thing and trying to avoid doing the wrong thing. Ethics influence not only how individuals in sport behave toward each other but also the design of policies and programs in sport. Hence, the promotion of ethical conduct must take a broad approach and address all activities in sport where ethics and values are relevant to the decision-making of those activities.

Accordingly, the workshop discussions on this theme considered the following questions:

1. Should we be doing more to promote ethics and value? If yes, in what areas?
2. What new ways might be used to promote ethics and values in sport?
3. How can amateur and professional sport work together better?

Following are the resulting workshop recommendations.

National - Primary

- Implement a national, regional and local program to recognize and promote positive behaviour in sport, e.g., a "*Get caught doing something good*" program.
- Promote and educate Fair Play principles from the grassroots to the high performance level. Educate athletes, coaches, officials, teach[illegible] and parents. Fair play/ethics are everyone's responsibility.
- Implement a national program promoting the values and benefits of sport.
- Inform the media of newsworthy stories - "*Pick our own heroes*". Take a stand with the media on what they report.
- Publicly reward our ethical athletes.
- Require participants (athletes, coaches, officials and parents) to sign a "responsibility sheet" that outlines their responsibilities. Ensure that what is being signed is reviewed with them. Follow through on consequences.
- Encourage National/International Sport Federations to develop Fair Play programs e.g., Soccer's "Fair Play" program.
- Make FUN the fundamental purpose of sport.

National - Secondary

- Make ethics and values a priority in professional sport because so many role models come from professional sport.
- Make the many existing resources on ethics and values available on software or databases to improve information access.
- Address negative spectator behaviour, e.g. issuing them yellow and red cards similar to those issued to soccer players committing infractions.
- Address values and ethics in sport through schools.
- Increase the emphasis on ethics in the National Coaching Certification Program.

Regional - Secondary

- Make better use of the resources of the Canadian Centre for Ethics in Sport. There is no need to "re-invent the wheel".

- Develop a "Host Community Agreement" signed by the Mayor that commits the municipality to uphold disciplinary measures for unethical behaviour in sport in municipal facilities.

Leadership and Partnerships in Sport

When we talk about leadership in sport, we can talk about organizations that influence the major elements of the Canadian sport system as well as those individuals who serve as leaders within organizations.

Sport in Canada, like any other public or private domain, can and does benefit from partnerships. Partnerships ensure coordination of action, efficient use of resources, and the sharing of expertise and knowledge.

In considering leadership and partnership in Canadian sport, workshop participants discussed the following questions:

1. In your view, what improvements could be made to the development of our sport leaders?
2. What partnerships should be developed and/or improved to advance Canadian sport?
3. Is there a need for a single organization to speak on behalf of sport in Canada?

Following are the resulting recommendations:

National - Primary

- Provide equal representation for athletes from each Territory on regional and national boards and committees

- Provide follow-up and support from Sport Canada for retiring athletes by:
  - hiring them as sport leaders;
  - using them in a role model program; and
  - valuing them for their contribution.

- Recognize and support our sport volunteers. For example:
  - employers providing time off, offering leadership development courses, etc.;
  - communities implementing "Coach of the Month" programs; and
  - government departments recognizing the benefits of sport.

- Improve the development of our sport leaders by:
  - developing an introductory level for coaching; and
  - breaking down the barriers between the federal government departments and educating our partners on the importance of sport.

- Facilitate volunteer leadership workshops in "have not" jurisdictions.

- Develop and improve partnerships to advance sport by:
  - recognizing the emerging role of the Aboriginal Sport Circle and providing funding for them at the provincial/territorial level; and
  - establishing an on-line forum which can serve as a centralized web site for athletes, coaches and officials to communicate and share/acquire information.

- There is not necessarily a need for a single national organization to speak for sport; however, if one is established, ensure that it has grassroots representation and communicates with all sport groups at all levels.

- The Secretary of State must continue his regional and national consultations. There is a need for on-going local, regional and national forums to bring the sport community together.

National - Secondary

- Capitalize on the 2001 Year of the Volunteer to profile leaders and enhance mentoring and support of volunteers.

- Develop links with Ministries responsible for Youth to access resources and support to improve programming for youth.

- Strengthen linkages at the federal level with Human Resources Development Canada to enhance sport programs and services.

- Involve the media in the recognition of volunteers.

- Develop a better process for identifying potential leaders and provide training courses for them beyond coaching and officiating.

Regional - Primary

- Develop and improve partnerships to advance sport by incorporating daily quality physical education into schools and ensure educators are trained in sport.

- Implement a role model program within our regions to help groom our youth to replace retiring leaders.

- Establish community youth leadership programs.

Regional - Secondary

- Develop links with other provincial youth leadership programs that might be adopted in the North.

Conclusion

This report describes in detail the results of the Territorial Regional Conference, the second in a series of six regional conferences to be held across Canada. This consultation brought together 56 sport representatives from across the three Northern Territories from a variety of settings and with a variety of backgrounds. The conference provided an opportunity for these Northern Canadians to express their views on how sport could be improved in the North as well as at the national level. Opinions were expressed via territorial presentations, from the perspective of a national team athlete and by delegates in 12 workshop discussion groups. The recommendations will contribute to the development of Canadian Policy on Sport that is sensitive to the realities of the vast Canadian North.

Although there were many specific recommendations emanating from this consultation, the key messages called for a recognition within a Canadian Policy on Sport for:

- **Northern Canada's unique geography, special needs and rightful place at the national table;**
- **Aboriginal culture and the challenges faced by its people in contemporary Western society;**
- **support for all levels of sport from grassroots to elite;**
- **the importance of the Arctic Winter Games and the North American Indigenous Games;**
- **promotion, recognition and support of voluntarism; and**
- **improved partnerships among governments and sport organizations at all levels.**

MULTI-SPORT GAMES REPORT (JUNE 1996)

It is recommended that:

1. Sport North be asked to maintain basic information on costs, participation levels, volunteer involvement and other important indicators of activity on multi-sport games for future use in analyzing the GNWT investment in multi-sport games.

2. Municipal and Community Affairs work with the Department of Health and Social services to establish base line data on the impact of sport and recreation program on health and social service costs.

3. Municipal and Community Affairs work with Sport North to establish guidelines for participant user fees for multi-sport games events to ensure consistency, fairness and affordability.

4. Municipal and Community Affairs work with Sport North to build format flexibility into the Winter Regional Games program.

5. Sport North update its Canada Games and WCSG participation policy to include the establishment of standards and objectives for teams and athletes and that TSO's be evaluated on their achieving these at the conclusion of each event.

6. Municipal and Community Affairs and Sport North work with interested aboriginal groups in establishing a NAIG organizing committee that would be responsible for all aspects of athlete participation in these Games. (A key factor is the establishment of complimentary programming for aboriginal athletes without the establishment of a parallel sport system.)

7. Municipal and Community Affairs provide a financial contribution to the NWT NAIG organizing committee.

8. Sport North review and update with each TSO their athlete selection process for multi-sport games to ensure that each is fair, equitable, transparent and conducive to positive sport development.

9. Sport North review and update its policy on the selection of regional co-ordinators and other key volunteers to ensure the process is fair, equitable, transparent and conducive to positive sport development. Further, Sport North seek community government input on the selection of regional co-ordinators.

10. Municipal and Community Affairs ask the Arctic Winter Games International Committee to review and update its Host Site Selection standards and process.

11. Municipal and Community Affairs indicate to all multi-sport games organizations their support for a youth focus but that adults be involve wherever possible.

12. Municipal and Community Affairs continue to work with Sport North and the NWT clothing manufacturing industry on the development of an affordable, quality team uniform product.

13. Municipal and Community Affairs, Sport North and other appropriate partners continue to evaluate each multi-sport games after their conclusion and include changes in the appropriate policies and games handbooks.

14. The partners in multi-sport games continue to document the benefits of participation.

15. Municipal and Community Affairs assist the Arctic Winter Games International Committee to establish standards for the hosting the Arctic Winter Games in Nunavut.

NWT VOLUNTARY SECTOR DEVELOPMENT - THE EMERGING THIRD SECTOR CONSULTATION REPORT - SPRING 2001

1. Roles, Responsibilities and Expectations:

It is recommended that the GNWT lead a public process that engages northerners in a dialogue about how the three sectors in the NWT can work together to encourage active citizens and healthy communities. This dialogue should clarify the roles and responsibilities of the voluntary sector in providing community and social services. This dialogue may form a central part of activities leading to a social agenda for the NWT.

2. Volunteering and Giving:

a) It is recommended that the GNWT assess the current capacity of the voluntary sector as a basis for planning actions to strengthen and develop it.
b) As part of healthy families and early childhood initiatives, it is recommended that the GNWT include new and strengthen existing components that teach and support an ethic of family and individual giving.
c) It is recommended that well-supported programs be implemented in schools and NWT communities to enable youth to participate in rewarding volunteer experiences.
d) It is recommended that volunteering and helping out be encouraged among youth through the integration of these experiences in field assignments tied to core school curricula (e.g. social studies).
e) It is recommended that the GNWT work with the voluntary sector to develop the capacity to manage and provide quality volunteer experiences (e.g. funding for volunteer coordinators, volunteer management training).
f) To promote understanding of volunteering and giving, it is recommended that the GNWT facilitate public discussion and awareness about paid and unpaid work, volunteering and community service.
g) It is recommended that the GNWT expand current volunteer recognition activities and encourage volunteer recognition within each of the three sectors.

3. Capacity of the Sector:

The voluntary sector lacks capacity to respond to the growing demand for social and community services. The sector is becoming more structured in order to cope with these demands. The resources and capacity-building supports needed to evolve these structures are scarce.

It is recommended that the GNWT School of Community Government and Aurora College collaborate with other GNWT departments and agencies and the voluntary sector to develop and deliver a skills development program that addresses critical capacity issues in the sector (e.g. board and management training, volunteer coordination, use of technology).

4. Understanding and Profile of the Sector:
The voluntary sector is not recognized as a sector in the same way as the public and private sectors. Lack of connectiveness within the sector and few opportunities to work with other sectors are the main reasons for poor understanding and profile of the voluntary sector in the NWT.

It is recommended that the GNWT establish a voluntary sector secretariat to coordinate and encourage cooperation among the government, business and voluntary sectors to build an active and healthy citizenship. The secretariat could be a focal point for fostering greater connectiveness within the voluntary sector at the community and territorial levels. The secretariat could also coordinate promotional activities to increase public understanding and support for the sector.

5. Funding:
Competitive, unstable, short-term, project-specific funding creates tensions within the voluntary sector, and between the sectors and various types of government institutions and agencies. Gaming is an unhealthy and undesirable source of funding but it has become a main fundraiser for the sector.

It is recommended that the GNWT and the voluntary sector formalize an arrangement to work together to assess the current funding environment for social and community services with the view to developing a system for ensuring financial stability within the sector.

6. Advocacy:
The NWT voluntary sector is not encouraged or funded to undertake broadly-based advocacy for the poor or under-represented in society. Lack of support for advocacy raises questions about its value and role in NWT society.

It is recommended that public discussion respecting roles and responsibilities (as may be anticipated with the development of the NWT social agenda) for providing social and community services focus in part, on the role and value of advocacy for the poor and under-represented in NWT society.

7. Partnerships:
Partnerships are the way of working in the 21st century. Successful partnerships form after extensive dialogue and negotiation. The voluntary sector lacks the capacity to enter into unsupported partnership development activities.

a) It is recommended that the GNWT lead by example and engage in initiatives to actively facilitate successful partnerships with and within the voluntary sector.
b) To assist the sector to build successful partnerships, it is recommended that the GNWT fund volunteer coordinator positions and that these positions be placed strategically (e.g. in regional centres) throughout the NWT.

8. Accountability and Evaluation:
The voluntary sector is experiencing great difficulty fulfilling accountability requirements to government, business and individual funders as well as to NWT communities and the specific memberships they serve. All audiences are demanding more rigorous accountability and specific information about how they are affected or benefiting.

a) It is recommended that the GNWT consult with professional organizations such as the Canadian Evaluation Society (NWT Chapter), Certified General Accountants Association, and the Aboriginal Financial Officers Association and with the voluntary sector to identify viable approaches and supports to strengthening the capacity of the voluntary sector to address accountability and evaluation requirements.
b) It is recommended that the GNWT work with the voluntary sector to refocus accountability activities to de-emphasize accountability to the funder and heighten accountability to the general public.

9. Governance:
Voluntary sector organizations are becoming more structured and complex in order to handle service and accountability demands. Many volunteers are unable, unavailable and/or unwilling to take on the

responsibilities and liabilities of governance functions. Many local government councils also experience these difficulties.
It is recommended that GNWT Municipal and Community Affairs undertake extensive community development activities to strengthen governance capacity within NWT communities including the governance capacity within the voluntary sector.

10. Relationships with Government:
The absence of any government policy or mechanism to enable the two sectors to work together results in ad hoc, uncertain and often adversarial relationships.

It is recommended that the GNWT enter into an accord with the voluntary sector that sets down the framework and protocol for the two sectors to work together to build a certain, harmonious and cohesive system of community and social services in the NWT.

11. Relationships with Business:
The NWT voluntary sector enjoys good support from the business sector. As industrial activity escalates in the NWT, the voluntary sector is concerned that increasing service demands and a lack of formal arrangements between the two sectors, could have negative implications on citizen participation and well-being.

It is recommended that the GNWT facilitate discussions between the business and volunteer sectors to examine ways that the three sectors can work together at all levels to build healthy, sustainable communities.

12. Relationships with Community:
As the voluntary sector's relationships with government and business have begun to evolve, relationships with communities have become more fragile. This raises questions within the sector about how to rebuild meaningful relationships in the community.

It is recommended that the GNWT assist the voluntary sector to develop and implement mechanisms to rebuild relationships with the communities it serves.

13. Relationships with Aboriginal Organizations:
The Aboriginal population is under-represented in the NWT voluntary sector. Different views and approaches to giving and receiving may be among the factors preventing Aboriginal participation.

a) It is recommended that research be done to identify factors, issues and solutions for addressing under-representation of Aboriginal people in the voluntary sector.
b) It is recommended that Aboriginal organizations in all three sectors be encouraged to actively participate in discussions about the role and responsibilities of the voluntary sector in the NWT.
c) It is recommended that all three sectors give higher priority to recognizing and supporting informal giving and collective giving in Aboriginal communities.

14. Technology:
New technologies offer great potential for helping the voluntary sector to address many of the issues it faces. Persons in the sector lack the time, skills and means to even conceptualize the possibilities that technology offers.

It is recommended that the GNWT promote and facilitate the use of technology within the voluntary sector (e.g. through Wire North and the use of NorthWIN).

The consultation process yielded a variety of suggestions to government and others for supporting the development of the voluntary sector.

It is recommended that the suggestions offered by persons participating in the consultation process be considered as part of an action plan or strategy to support and encourage the development of a strong voluntary sector in the NWT.

SPORT AND RECREATION IN THE NWT
- A Discussion Paper -

Improving the Delivery of Recreation and Sport Programs

Over the past year, MACA has had many discussions with our recreation and sport partners, the public and others on the future of the NWT sport and recreation system. These discussions have been held at the Legacy and New Directions Conference in Hay River, the Inuvik TEST Ski Symposium, the Sport Canada Territorial Consultation Conference and others. This document includes many of the suggestions made during these discussions. **Through these discussions, we have identified some areas where we think changes may be made to the way sport and recreation programs are funded and delivered, including:**

- Competitive games (including the Arctic Winter Games)
- Recreation programs;
- Facilities; and
- Direction and coordination of the system.

Further discussion on each of these areas follows.

1. COMPETITIVE GAMES (INCLUDING ARCTIC WINTER GAMES)

Actions to Consider

- Move from a two-year to four-year cycle for the Arctic Winter Games
- Hold NWT Winter and Summer Games in non-Games years
- Involve adult and youth competitors from all communities in NWT Games
- Have Sport North develop cost-effective options for organizing and holding NWT Games
- Provide greater support for other territorial competitions (Spike It, Super Soccer, Cager, etc.)

2. RECREATION

Actions to Consider

- Provide more targeted money to community governments to provide a wider variety of recreation programs and activities and lower costs
- Provide better support to local recreation leaders through more organized training
- Meet and plan with other partners in each community who have an interest in recreation and/or community wellness to plan and deliver recreation programs. MACA regional recreation staff can provide assistance.
- Increase funding to regional recreation associations. Western Canada Lottery revenues are one potential source of this funding.
- Support the development of local recreation infrastructure, such as trails and paths.

3. FACILITIES

Actions to Consider

- MACA will provide better information to help community governments understand facility O&M costs before they are built and to better plan and budget for existing facilities.
- MACA will provide training for facility operators through the School of Community Government
- MACA will work with Education, Culture and Employment, school boards and schools to resolve issues around the use of school gymnasiums

4. DIRECTION AND COORDINATION OF THE SYSTEM

Actions to Consider

- Formally structure balanced regional representation into the Sport North board of directors
- Strengthen the relationship between the Minister of MACA and the NWT's representatives on the Arctic Winter Games International Committee
- Improve openness of the AWGIC by circulating meeting minutes and agendas
- Stagger terms for NWT AWGIC members
- Establish an independent NWT Lottery Authority to run NWT lotteries and distribute lottery revenue. The new Authority could draw members from among all NWT sport and recreation partners to ensure broad representation of all interests.
- Focus greater support on sports where there is the opportunity for broad participation and provide better technical support to high performance athletes in those sports. MACA and Sport North will need to consult with their partners to determine which sports should receive priority.
- Ask Sport North to develop proposals for funding multi-sport clubs in smaller communities (e.g. arena sports, gymnasium sports)

TERRITORIAL EXPERIMENTAL SKI TRAINING PROGRAM (T.E.S.T) SYMPOSIUM REORT MARCH 2001

Recommendations:

1. The history of the TEST program is not well known among the general public. It is recommended that we include a history of the TEST program in the development of an NWT Sport Hall of Fame. We should also develop a module on the history of the TEST program that could be included in the Education curriculum.

2. There needs to be further research and collection of information to document the history of the TEST program more fully. A collection of TEST reports, photographs and newspaper clippings cold be placed on a CD-ROM for widespread distribution. Interviews with former athletes, coaches, TEST Board members and volunteers involved with the program should be carried out to document their differing experiences.

3. Children and youth are not as physically active as they once were in the NWT. Participation in sport activities like cross-country skiing may be declining. The incidence of health-related illnesses such as type-II diabetes are related to decreased physical activity and poor nutrition. The development of a communications strategy is needed that promotes healthy lifestyles. We need to create images that are relevant and will appeal to youth today.

4. TEST was a model developed during a period of time with a specific set of circumstances. We need to investigate other models like the Sport School concept, or the Regional Sport Centre concept, which may be more relevant today. These models would provide opportunities for aspiring athletes to combine their sporting and educational interests.

5. TEST helped build the character of a group of athletes involved in the program. These individuals are seen as role models today. We should develop a role model program that brings elite athletes back into the communities to inspire the youth of today. For example, we could involve former TEST participants in a role model program for schools and communities in the NWT.

6. There is a need to have programs that cater to participants who want to be involved at the recreational level as well as programs for those who wish to develop into elite athletes. We already have a number of competitions that exist for NWT athletes from the grassroots to the elite level. We need to improve the level of resources for NWT athletes who aspire at each level of this sport system.

7. The success of any program is related to the leadership developed within it. There is a need for trained coaches, officials, organizers and volunteers if we hope to have a fully functioning system in sport and recreation.

VISION FOR DIVISION – WESTERN TERRITORY CONFERENCE
Prepared Municipal and Community Affairs, January 1997

SUMMARY – TERRITORIAL GOVERNMENT

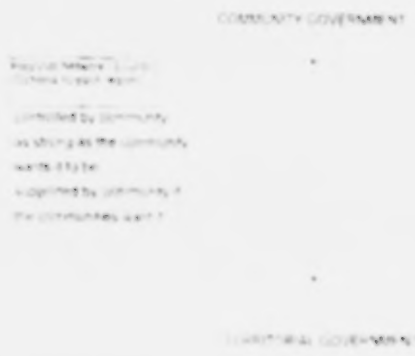
1.0 PRINCIPLES THE WESTERN TERRITORIAL GOVERNMENT NEEDS TO WORK TOWARDS:

1.1 Block funding to communities.
1.2 Minimum government standards set and those that exist be done so in consultation with communities.
1.3 Community wellness should become a priority with more attention to culture, traditions and recreation.
1.4 The Western Territorial Government must develop a philosophy of recreation as an essential community development tool critical for community wellness.
1.5 Policy making must be done in consultation with communities.
1.6 Parks need to find a better home and it could be with MACA.
1.7 Create opportunities for new partnerships within communities.
1.8 MLA's need to be more active within a community and more accountable to communities.

2.0 PRINCIPLES COMMUNITY GOVERNMENT NEEDS TO WORK TOWARDS:

2.1 Community wellness should be a priority and a way of operating that brings more attention to culture, traditions and recreation.
2.2 Establish its own minimum standards in consultation with the Western Territorial Government.
2.3 A community vision that includes recreation as a community development tool critical to community wellness.
2.4 Collaboration in a more equal partnership with the Territorial Government.

3.0 STRUCTURE



SUMMARY – SPORT MANAGEMENT

1.0 LOTTERIES AND FUNDRAISING

1.1 Develop a strategy to retain 100% of the proceeds from the Western Canada Lottery for sport.

1.2 Share a percentage of lottery revenues directly with communities for local sport/recreation development i.e. Per Capita Grant.

1.3 Ensure Sport North is recognized for its efforts with the lotteries.

1.4 Collaborate with the Western Territorial Government on a territorial fundraising activity for sport.

2.0 STRUCTURE

2.1 Consolidate the delivery of sport programs between the Western Territorial Sport Federation, Western Territorial Sport Organizations and the volunteer sector. Reduce any duplication or overlap. Any new Federation must balance the general public's political priorities for sport with its membership priorities. The Federation must better serve the public.

2.2 Develop partnerships between community governments, schools, the Western Sport Federation and the Western Territorial Sport Organizations for the delivery of sport programs and services.

2.3 That independent Nunavut and Western Sport Federations be developed prior to 1999; allowing the resident from each territory the opportunity to make sport decisions which best suit their future needs.

2.4 Build linkages between communities, schools and sport organizations.

2.5 Ensure the sport system both reflects the responds to the needs of communities.

2.6 Build the delivery system in the Western Territory around the "sport for life" concept and the continuum from recreational sport to high performance sport.

2.7 Build the sport system with emphasis on broad-base participation at the community level and work from there.

2.8 Create a coordinated approach to facility development and usage between all territorial departments and community governments.

2.9 Encourage every Territorial Sport Organization to appoint a member with responsibilities to oversee division of their sport.

3.0 VOLUNTEERS

3.1 Volunteers are important and we need the means to train, recognize, support and provide resources to them.

3.2 Develop evaluation tools that will encourage the sport system to react to environmental changes, develop measurable goals and objectives.

3.3 Coordinate communications that educate NWT residents on the roles of the various partners in the system.

4.0 MAJOR GAMES

4.1 Opportunities for multi-sport game involvement should be available for all age groups.

4.2 The sport community should have greater input into decisions relating to Arctic Winter Games, North American Indigenous Games, Canada Games and Western Canada Games.

4.3 Work to keep the focus of Arctic Winter Games on broad-base participation of NWT residents.

5.0 TERRITORIAL GOVERNMENT

5.1 The Territorial Government role in sport should be:

a. policy development
b. empowering the volunteer sector to deliver programs and services through agreements with the Western Sport Federation and by providing direction and support;
c. relationships with federal and provincial/territorial governments and any inter-governmental agreements or coordination;
d. facility planning
e. linkages to community governments.

SUMMARY LEADERSHIP DEVELOPMENT

1.0 RECREATION LEADER

1.1 Community leadership is critical to the success of community wellness.

1.2 Leadership needs to be community-driven with priorities identified at the community level.

1.3 Recreation Leaders must educate the public and other community leaders on what recreation is ... "Educate the Masses..." for the purposes of clarifying recreation's role and empowering the sport and recreation profession to become more effective deliverers of community wellness.

1.4 Communities need to define and declare the performance standards and expectations for community Recreation Leaders.

1.5 Recreation Leaders need to be a central community resource person for wellness and training.

1.6 The Recreation Leader's focus should be on:

- the benefits of recreation;
- prevention of health and social problems;
- community development

1.7 Leadership must be 'by example'.

1.8 Confirm the community Recreation Leader as a 'facilitator' of an activity not as a 'doer' of all activities.

2.0 RECREATION SCHOOLING AND TRAINING

2.1 Need more course work on cultural programming in the Recreation Leaders Program (RLP).

2.2 The Recreation Leaders Program, MACA and all related partners must review how they develop and train leaders.

2.3 Decision makers who design, develop and provide training must examine if there are more effective methods of training northerners other than formal institutions and training clinics.

2.4 Investigate certification of training by means other than attendance and theory information. Incorporate practical experience into certification, i.e. recognition for organizing a tournament. Each community could recognize individuals and their skills from practical achievements.

2.5 Practicums must provide specific skill development to ensure the growth of more effective recreation managers and professionals.

2.6 Students of the Recreational Leaders Program must receive more group facilitation and training skills.
2.7 Provide recreation and leadership training opportunities to youth at a younger age.
2.8 Recreation professionals need to support empowerment by providing opportunities for others to develop their skills.
2.9 Promote recreation through the education system.
2.10 Provide opportunities for those seeking to improve their leadership abilities.
2.11 Training and education systems must provide learner-centred instruction including: individually tailored training opportunities, mentors, and individualized course work.
2.12 A need to expand partnerships in leadership training and community wellness.
2.13 The NWT has a number of successful northern aboriginal graduates from the Recreation Leaders Program. Support to this Program must continue. Graduating more aboriginal northerners is essential to the profession, to each community and to the Western Territory.
2.14 Encourage more local training and the employment of northern trainers instead of southern experts.

3.0 VOLUNTEERS, COMMITTEES AND AGENCIES

3.1 The standards we ask for in volunteers is sometimes discouraging, i.e. NCCP
3.2 Volunteer development is critical to the north. We need stronger and more successful objectives towards volunteer leadership development.
3.3 Leadership by example ... youth will follow the adult lead. Mobilize and train adults about voluntarism.

4.0 GOVERNMENT

4.1 The Government must shift its focus from an expensive and at times ineffective sport federation system, to a model more community focused, with lottery dollars shared by communities to encourage 'recreation for life'.
4.2 Increase public recognition of community and recreation leadership.
4.3 Increase the importance of a leadership function within Government.
4.4 Support a professional association for recreation personnel.

5.0 PHILOSOPHY, VISION AND COMMUNITIES

5.1 Review and define what recreation is, who Recreation Leaders are, what leaders do, and what level of performance is expected.
5.2 Change the very dated view of recreation being sport. Sport is only a subset of recreation that provides opportunity to a small percentage of the northern population. Recreation provides to all.
5.3 Communities need to define their own belief about recreation. Communities must be decision makers, determine their own needs and develop their own leadership training strategies.
5.4 Communities must be the driving force for recreation and sport. Give control to communities let them determine where the money is to go. i.e. regional activities, territorial organizations or a sport federation.
5.5 A philosophy of recreation must include:
- focusing on the family
- increased assistance to youth;
- connecting with elders/seniors in a meaningful way,
- focusing on the whole community ... become part of a Wellness Team
- creating formal structures, agreements, relationships, opportunities between elders/seniors and youth.

5.6 Leadership is visioning! This is not as simple a function as sport management or facility development. Give it time.

6.0 RECREATION DEVELOPMENT OFFICERS (RDOs)

6.1 RDOs must deal with volunteer development and related training strategies. Too much time spent on administration and sport.

6.2 Communities and recreation professional need to develop their own human resources but RDOs must support these activities through training opportunities, resource manuals, financial assistance and information sharing.

6.3 RDOs must attend to the community wellness side of their job

SUMMARY COMMUNITY SYSTEMS

1.0 VOLUNTEERS

1.1 Volunteer recognition at the community level is essential.

1.2 Examine whether all the training offered is needed to be a volunteer or can it just be better direction and orientation at the start of an event?

2.0 TRAINING

2.1 Relocating the Recreation Leaders Program back to Fort Smith on a rotating basis, or look at a module approach to delivery in the communities.

2.2 More work needs to be done with school-aged children on life skills so they can leave the community for successful training and improve their chances for employment.

2.3 Many potential leaders at the community level but residents don't want to leave the community to be trained for a two-year diploma. Mentoring programs may be more effective to achieve the same or better results.

3.0 THE IMPORTANCE OF STRONG FAMILIES

3.1 Often overlooked is the breakdown of the family unit and the lack of parenting skills for many young parents.

3.2 In some communities, inter-partner groups have been identified to work together on young family counselling. Youth make up 70% of NWT population and family counselling will continue to be a major need. Need to address who is going to be responsible for this area.

3.3 More family-type activities needed to strengthen both the community and family unit.

3.4 Clearly state the definition of recreation to include family recreational opportunities.

4.0 SCHOOLS IN THE COMMUNITIES

4.1 Intramural programs need to be active in every NWT school and need to utilize both educators and community residents to ensure success.

5.0 RECREATION COMMITTEES

5.1 Need to demand that recreation program and services include culture and leisure opportunities for all ages.

5.2 Partner with other groups to facilitate community wellness at the local level.

6.0 COMMUNITY COUNCILS

6.1 Councils want youth development but often give conflicting messages to youth in terms of hours of facility use and youth involvement in decision making at the community level.

6.2 Communities must understand the important role recreation plays in community wellness.

7.0 RECREATION LEADER

7.1 Recreation Leaders need to focus their efforts on youth and youth development.

7.2 Focus energies to those activities that support community wellness.

8.0 AREAS NEEDING EMPHASIS

8.1 Youth leadership development programs are needed including:
- Intramural programs, mentoring programs, community based training and youth opportunities to make decisions.

8.2 Volunteer training and recognition programs at the local level.

8.3 More effective partnering to facilitate community wellness.

8.4 Support and educate public and staff on a broadening of the definition of recreation

COMMON GROUND
NWT ECONOMIC STRATEGY 2000, *Shaping our Future*

Land

1. Develop a greenhouse gas strategy in the North that will help northern residents to address and reduce causes of global climate change. The strategy should tie into the national program.

2. Increase monitoring of Persistent Organic Pollutants (POPs) and heavy metals in the NWT. Work to increase awareness among northerners, fellow Canadians, and the global community about the impact of these substances on our lands and peoples.

3. Develop regional integrated resource management plans based on a shared vision, priorities and legal obligations to aboriginal people.

4. Consolidate and broaden the mandates of regional management boards.

5. Implement the Protected Areas Strategy.

6. Collect baseline data necessary for cumulative impact monitoring. The data must be shared to increase the ability of communities and regions to monitor impacts.

7. Increase the capacity of communities and regions monitor impacts, with improved coordination between agencies involved and the development new "Neighbourhood Watch" monitoring programs.

8. Promote and support "Land" programs for young people particularly through the schools.

9. Where possible, regional centres must assume greater control over local resources such as forestry, tourism and business licensing.

People

Panel members emphasized that this single area was key to future economic success.

10. The GNWT should develop a comprehensive approach to treating and resolving addiction problems in the NWT, emphasizing education and prevention and including a family support component.

11. Quality education and training must be provided to allow residents to make productive choices in lifestyle, jobs and place of residence.

12. The Department of Education, Culture and Employment, working with parents and stakeholders, should assess education delivery to improve the quality of education across the territory, to ensure students meet national standards.

13. Government and industry must work together to provide more direct investment in trades training and infrastructure.

14. Develop a community database of job skills and business potential and make it readily accessible among regions.

15. Develop a long-range NWT labour force plan, linked to economic opportunities.

16. Develop a program to encourage and facilitate inter-regional mobility, linking skills to job opportunities.

17. The GNWT should review its rental programs, social assistance policy, taxes and other fees to remove disincentives to employment.

18. Establish an on-the-job leadership training program to meet our short and long-term needs for leaders.

19. The various delivery agents should coordinate their training programs.

Community and Regional Development

20. Development of a clear regional development strategy. The strategy should be developed with participation of GNWT, aboriginal and municipal governments.

21. Support and maintain the subsistence economy.

22. Develop clear and consistent ways of measuringcommunity well-being. These measures should recognize both the social and economic aspects, including the costs and the benefits, of community progress.

23. Transportation and communications systems among communities must be expanded and upgraded. Expansion is also necessary to support economic development.

Transportation and Communications

24. Upgrade the structural capacity of existing highways and improve surfacing to accommodate industry traffic and improve safety for residents. Funding should be accessed through the National Highway Program, which is responsible for connecting provincial and territorial capitals.

25. Improve the surface of other NWT highways not included in the National Highway Program, extend the system and improve its safety.

26. Develop a Mackenzie transportation corridor that includes pipeline development.

27. The GNWT should promote partnerships in the development of transportation infrastructure based on costs and benefits to governments and industry for the projects in question.

28. Improve winter road access to isolated communities and resource areas through improvements that would extend seasonal use.

29. Improve and expand access to Internet and telecommunications services for all communities.

<u>Tourism</u>

30. Government and industry should investigate the development of a tourism authority responsible an NWT-wide image, marketing and overall operational authority for tourism.

31. Provide the authority with adequate funding for marketing and incentives for product development. Government should also undertake direct investment to improve tourism infrastructure.

32. Appropriate regulatory functions be devolved claims-based regional authorities to oversee tourism products and services, in keeping with the trend self-government.

Small Business

33. The Business Incentive Policy must be completely revised. It should focus on project-specific benefits rather than licensing.

34. Develop a policy on use of negotiated contracts ensure broadly based training and employment benefits.

35. Barriers to inter-regional commerce and trade be eliminated at all levels of government.

36. GNWT contracts should be made public with sufficient lead time to allow for local bids.

37. Financial assistance and business advisors must together to streamline access to lending programs and services. Public and private providers, including banks, need to cooperate.

38. Programs should be available on a regional basis and be responsive to regional circumstances. Programs should also be reviewed to ensure they are consistent with new, regionalized delivery methods.

39. Increased risk capital must be available to meet regional lending requirements.

40. The GNWT must eliminate the payroll tax.

Manufacturing

41. Government should work with industry to manufacturing strategy that addresses marketing, research and development for the sector. sector should encompass a broad range of valueadded activity and include an export development component.

Renewable Resources

The following sectors make use of renewable resources to varying degrees. Because the resources are renewable, they share common issues such as ensuring have sufficient information to determine sustainable levels. Issues such as standards, developmental guidelines and requirements, consultation, and control also common to this area.

Forests

42. Government, in consultation with land claimant regional aboriginal groups and communities, review regulatory requirements towards:
- Improving access and tenure;
- Setting stumpage fees that encourage development while ensuring forest renewal;
- Securing long term tenure;
- Setting clear management standards for use of our forests; and
- Completing the Sustainable Forestry Policy.

43. Resource inventories should be completed, on those areas with economic potential.

44. Regulations may be necessary for managing non-timber uses of forest resources, particularly light of morel mushroom potential.

Agriculture

45. Local use of agricultural products should be encouraged and supported. Public institutions and agencies should be encouraged to use local produce through development of a GNWT procurement policy.

Arts and Crafts/Cultural Industries

46. Develop a more coordinated approach to training, raw material supply, product development and marketing. The various delivery agencies should work toward a more common approach and focus support in areas where it is most needed.

47. Develop partnerships between the GNWT, aboriginal governments and the federal government to:
- Reduce duplication and better coordinate continued support where it is needed most;
- Improve support for full-time harvesters;
- Support value-added processing of wildlife harvests;
- Promote local products to replace imports; and
- Ensure training for young people.

48. Improve the measurement of total economic values of the traditional economy.

49. Expand baseline data on ecosystems, wildlife and sustainable harvest levels.

Non-Renewable Resource Development

50. The federal government must devolve resource management responsibility and authority and provide for resource revenue sharing to the GNWT and aboriginal governments.

51.1 Attracting and retaining investment:
• Government should increase geological mapping programs to bring NWT mapping to at least national levels;
• Clearly define consultation requirements – with whom and how extensive;
• Provide clear guidelines for negotiation of impact benefits agreements and socioeconomic agreements;
• Clarify environmental standards for developers;
• Define our expectations of developers regarding northern value-added and benefits;
• Improve access to land by ensuring there is a process to clearly define what lands are available and under what terms, with reference to the Protected Areas Strategy;
• Define infrastructure improvements that will facilitate investment;
• Provide incentives to encourage exploration; and
• Promote development to potential investors.

51.2 To better manage development:
• Improve environmental baseline and traditional knowledge data;
• Identify a process for streamlining existing regulatory procedures;
• Establish a new management regime, post-devolution, including monitoring of environmental and socio-economic impacts;
• Ensure the Mackenzie Valley Resource Management Authority has sufficient resources to deal with the volume and technical complexity of existing and anticipated development proposals. regulatory procedures;
• Establish a new management regime, post-devolution, including monitoring of environmental and socio-economic impacts; and

• Ensure the Mackenzie Valley Resource Management Authority has sufficient resources to deal with the volume and technical complexity of development proposals.

51.3 To maximize benefits to Northwest Territories residents:
• Support at the community level for families of rotational workers;
• Provide programs for transport to rotational job sites;
• Tax and royalty regimes to encourage investment while maximizing benefits for NWT residents;
• Promote equity participation by Northwest Territories residents;
• Create an "NWT fund" from future resource revenues to assist in diversification of the NWT economy.

52. Benefits from resource development should accrue all Northwest Territories residents, while recognizing the primacy of specific existing and future land claim obligations.

53. The federal government should provide special development funding to meet immediate demands created by resource development. Funding is needed for:
- Training;
- Infrastructure
- Environmental baseline data collection.

54. Aboriginal involvement in all phases of resource development should be supported. This would include investment in and development of those resources, resource management, revenue sharing and environmental reviews.

Political Structure

55. The Government of the Northwest Territories work with aboriginal and community governments clarify new roles brought about by aboriginal selfgovernment.

56. The GNWT, federal and aboriginal governments should continue to work towards devolution of delivery to the regional level, while enhancing centralized support, standards and coordination functions.

57. The GNWT's relationship with both DIAND and other federal government departments should redefined.

Research and Development

58. Governments need to build on shared approaches information distribution. An example of cooperation is the Arctic Development Library CD's prepared by the Inuvialuit Regional Corporation and the GNWT.

59. The Aurora Research Institute be expanded, and funded appropriately, to ensure a strong research and development initiative in the Northwest Territories.
The Institute should:
• Be a clearinghouse for information relevant to northern circumstances and opportunities;
• Have the capability to undertake pilot projects to test new technologies;
• Access existing federal and other research and development funding;
• Investigate alternative energy options, especially in the use of hydro energy; and
• Work with northern manufacturers in development and testing of new products.

TOWARDS A BETTER TOMORROW

The four key goals are:

1. Healthy, educated individuals making responsible personal choices for themselves and their families.

In the shorter term, the results we look for include:

- communities having "one-stop shopping" access to a comprehensive network of support programs for community-based wellness.

- housing that is adequate, affordable and suitable.

- public funds assisting those who can't help themselves.

In the longer term, the results we want to see include:

- babies who are born healthy and stay that way.

- children developing a loving and stable relationship with parents or other caregivers.

- people that are free from preventable diseases, such as those resulting from alcohol and tobacco use.

- elders who are well supported by their community and able to live independently.

2. Strong and effective Aboriginal and public governments operating cooperatively with no reduction in program and service levels as a result of implementing self-government agreements.

In the shorter term, results we would like to see include:

- enough resources available to support government operations and investments,

- enough funding available to all governments to implement self-government arrangements.

In the longer term, the results that would support this goal include:

- public and Aboriginal governments sharing control over land, water and resources, and receiving an appropriate share of resource royalties.

- Northern governments working together co-operatively through a permanent process, such as the Intergovernmental Forum,

- an appropriate balance of authority and responsibility among territorial, Aboriginal, regional, and community governing structures,

- all residents sharing a sense of unity and pride in our territory,

- maximum value for money achieved by all governments through streamlined and efficient structures.

3. A healthy and diversified economy providing employment opportunities for Northerners in all communities.

In the shorter term, some results we would like to see include:

- people having the skills necessary to enter the workforce or go on to higher education,

- post-secondary education and training that meets the needs of Northern residents and Northern employers,

- more businesses starting and/or choosing to locate in the NWT.

In the longer term, results that would support this goal include:

- increased Northern control over northern development,

- Northerners making career choices that suit their lifestyle and personal priorities,

- Value-added opportunities increasing the NWT's economic diversity.

4. An effective balance between development of our resources, social economic impacts, and preservation and protection of our natural environment

In the shorter term, some results we would like to see include:

- a greater role for GNWT & Aboriginal governments in setting resource policies and making decisions,

- environmental protection commitments and social and economic considerations that are built into every resource development initiative,

- a more streamlined regulatory regime, developed in partnership with Aboriginal and other governments, that encourages balanced development.

In the longer term, the results we want to see include:

- Northern control over land, water and resources in order to ensure that Northern priorities shape resource development, guide environmental protection and anticipate social and economic impacts.

- Northern governments using revenues raised from resource development in the NWT, thus reducing dependence on federal transfers.

Five broad strategies:

1. Promoting healthy lifestyle choices.

- support and enhance the role of the family.

- improve child protection.

- reduce family violence.

- raise awareness of the benefits of a healthy lifestyle and the risks of unhealthy choices.

- emphasize the value of investing in early childhood development, focusing on the needs of mothers & families.

- improve accountability across the social safety net, including health, social services, education, housing and justice.

2. Fostering mutually respectful and cooperative partnerships with Aboriginal governments.

- establish a clear framework for working with Aboriginal governments, through such mechanisms as intergovernmental forums,

- support the negotiation and implementation of claims & self-government agreements,

- participate in regional political accords,

- cooperate on capacity building at the community and regional levels.

3. Ensuring that there is an effective, efficient system of government that is accountable to the people it serves.

- improve accountability (processes for transparency and openness of government),

- increase the opportunities for public participation in the business of the Legislature,

- complete a review on how we, as a government, do business, including boards and agencies,

- update human rights legislation,

- advance constitutional and electoral matters.

4. Anticipating and maximizing economic and career development and career opportunities for Northern people.

- link jobs with specific education & training in partnership with the private sector,

- improve the quality and relevance of the education system,

- promote a positive investment climate by streamlining the regulatory regime & completing a Northern Accord,

- improve government policies related to economic development,

- pursue value-added industry in all resource sectors,

- promote export of tourism, products and services,

- ensure communities and regions get a fair share of economic opportunities,

- balance environmental considerations with social impacts and economic development.

5. Increasing revenue to ensure that all governments can meet the needs of the people.

- pursue northern control over northern resources - for example through a Northern Accord,

- get support for royalty advance/resource revenue sharing arrangements,

- review options regarding flow-through shares,

- review options related to revenue initiatives and privatization,

- pursue partnership arrangements to help build infrastructure.

A REPORT ON THE VICTIM/WITNESS SUPPORT SERVICE OF A MULTIPLE CHILD SEXUAL ABUSE COURT TRIAL IN INUVIK, NORTHWEST TERRITORIES AUGUST 1998

Recommendations:

1. That a public inquiry be convened to examine the experience of students of residential school facilities across the western NWT. This inquiry should be able to investigate situations of alleged physical, sexual, emotional and spiritual abuses at residential schools, the quality of education received by students of these facilities, and the types of treatment and healing available for residential school survivors. The following must be considered:
   - a public inquiry may cause secondary victim trauma;
   - support and referral protocols be arranged for historical abuse victims to contact existing services, front-line workers and survivor groups;
   - the inquiry process must allow for the least harm to occur to inquiry witnesses;
   - each witness should be consulted and dealt with concerning his/her support needs; and
   - the healing process of witnesses does not end with the conclusion of an inquiry.

2. That, prior to an inquiry, educational and awareness workshops on the residential school issue be conducted for government senior managers, professionals, front-line community caregivers and community justice committees to increase awareness, cross-cultural understanding and up-to-date knowledge.

3. That an outcome of the inquiry would be an alternate disclosure and validation process to enable people who have not disclosed to come forward with their stories; acknowledge their strength and credibility; hold their abuser(s) accountable; and deal with the legacy of their residential school experiences in their own ways.

4. That the results of the inquiry, if any, be included in the current curricula of educational institutions so as to:
   - break the silence on historical abuses
   - validate the legacy of the northern residential school system; and
   - promote holistic health and an increased awareness and education of the generational effects of the residential school system.

5. That the Nats'ejee K'eh Treatment Centre and the Ti'oondih Healing society, in partnership with the Government of the NWT (Health and Social Services) and residential school survivor groups, design, develop and implement a long-term residential school aftermath treatment program for former residential school students and their families.

6. That the Nats'ejee K'eh Treatment Centre and the Ti'oondih Healing Society, in partnership with Aurora College and residential school survivor groups, design, develop and implement a combined training and healing program to integrate northern residential school survivors as community assistants in sexual abuse counselling.

   The objectives would be to provide counsellor trainees with basic knowledge and understanding of the power and control dynamics of sexual abuse, development of basic counselling skills, and therapeutic resolution of personal and community sexual abuse issues, based on experiential, integrated, personalised and transformational learning principles.

   The goal would be to have paraprofessional sexual abuse counsellors trained to function at a basic skill level and solidly empowered to assist individuals and communities with power abuse issues.

7. That the Government of the Northwest Territories increase its victim services budget for existing or future victim service programs to effectively assist with any multiple-victim sexual abuse trial.

ACTION ON WORKPLACE HARASSMENT: NWT SURVEY PREPARATION FINAL REPORT (Raven Services)

- As most of the respondents do not have a workplace harassment policy, training sessions are needed for many communities. Such information sessions could be aimed at employers and employees, unions and support groups for victims of harassment, and could be used for education and prevention.

- Given that there is still relatively little documentation on harassment, we recommend that they survey in Appendix A be forwarded to as many employees in the NWT as possible for statistical and action purposes.

- It is recommended that this survey be administered through a variety of means to achieve the highest NWT worker response rate possible. While dependent on the level of funding received for Phase Two of this project, options include developing an interactive web site, information seminars, newspaper advertisements/survey insert, government pay stubs inserts, bulk-mail out, and distribution through the respondent community offices/newsletters.

ACTIVING LIVING OPPORTUNITIES WITH DISABILITIES IN THE NWT (Prepared by NWT Development Committee) April 2001

It is recommended that the NWT Development Committee undertake to:

1. Encourage active living organizations to gather information about the numbers of people with disabilities in their organizations.

2. Encourage active living organizations to gather information about the level of participation and/or degree of satisfaction of people with disabilities in their organizations.

3. Encourage active living organizations willing to increase inclusion to invite people with disabilities to participate in their activities.

4. Provide public education about different kinds of disabilities, while promoting inclusion practices.

5. Offer assessment services to organizations, to provide information on how each specific organization can increase inclusion.

6. Encourage people with disabilities to become involved in active living activities.

7. Encourage people with disabilities to pursue their active living interests.

8. Explore the availability of resources to address the barriers to inclusion faced by active living organizations.

9. Continue to develop, expand, and modify the list of Active Living Opportunity, Inclusion Profile, and Summary of Barriers and Potential Solution.

10. Promote the existence of NWT Development Committee of the Active Living Alliance for Canadians with a Disability, and what services it may provide.

ADDITIONAL COMMENTS ON EQUAL PAY PROVISIONS OF PROPOSED NWT HUMAN RIGHTS ACT
Prepared by Status of Women Council, September 4, 2001

- A more proactive approach is needed if deeply entrenched disparities in pay for work of equal value are to be changed. For real systemic change to occur, there will need to be an obligation for employers to develop pay equity plans and put pay equity into practice. We recommend that the pay equity provisions apply to both government and the private sector, and to all organizations with more than a certain number of employees.
- In addition to providing workplace education regarding pay equity and other human rights issues, the staff of the NWT Human Rights Commission should also be trained to do workplace job comparisons and to teach human resource managers in NWT workplaces to do job comparisons. The Commission staff will also need to monitor the progress of pay equity on a continuous basis.
- The Council recommends that the implementation of the pay equity provisions of the NWT Human Rights Act be phased in over several years, beginning with the largest employers.
- Extend pay equity beyond gender (to all the prohibited grounds such as race). For example, it is common for traditional Aboriginal knowledge to be undervalued by southern institutions that have been transplanted to the north.
- The Council strongly recommends that the pay equity provisions be included within the new NWT Human Rights Act rather than as separate legislation. Pay equity is about addressing systemic discrimination, and therefore belongs within the human rights legislation.

ARTS AND CRAFTS: WOMEN AND THEIR WORK
Prepared by NWT Advisory Council on the Status of Women, 1988

Recommendations:

1. There must be a territorial policy for the arts and crafts industry.

2. The Government of the NWT must establish an ongoing mechanism to effect co-ordination and co-operation amongst the government departments which affect the long-term development of the arts and crafts cottage industry.

   There should be an inter-departmental Coordinating Committee charged with responsibility for coordinating and recommending the Government policy and action in the arts and crafts industry.

3. The Government of the NWT should re-evaluate its privatization of the government craft shops.

4. The Government of the NWT should investigate options that will address the need for flexibility in social assistance payments in relation to craft income.

5. The NWT Advisory Council on the Status of Women must advocate and support efforts to empower women craft producers so they may take control over their work.

6. The Government of the NWT should fund regional workshops, organized by the Women's Secretariat, for women who work in the arts and crafts industry. The workshops would use experimental learning methods to enable women to gain self-confidence and to develop the skills they need in order to become effective businesswomen as well as creative artisans.

7. The Government of the NWT must provide ongoing training programs to meet the identified needs of women working in the arts and crafts industry. These training programs must be based on a coordinating approach by the departments of Economic Development and Tourism, Renewable Resources, Education, Culture and Communications as well as Arctic College.

8. The Government of the NWT should actively support existing and new women's craft organizations or cooperatives including funding support, particularly with the start-up phase and with organizational development.

9. There should be a Special Advocate for women working in the Arts and Crafts industry.

10. The Women's Secretariat through the Coordinating Committee should investigate the rate of participation by women in the various granting programs available to the arts and crafts industry and take steps to ensure that their participation rate mirrors their involvement in the industry generally.

BRIEF TO STANDING COMMITTEE ON LEGISLATION REGARDING LEGISLATIVE ACTION PAPER-OFFICE OF THE OMBUDSMAN
Prepared by Status of Women Council, December 1994

Recommendations:

1. The functions of Ombudsperson and Access & Privacy Commissioner be carried out by the same person from the beginning, and that after two years there be an evaluation with a view to having a separate, full-time Ombudsperson.
2. It will be extremely important that the Ombudsperson and staff raise public awareness of the existence and nature of the office, through audio-visual and written promotion in all languages, and through community meetings.
3. The community representatives of the Ombudsperson must also be very active in informing individuals and groups in the community about the Ombudsperson and her/his role, and how to access the service.
4. Community representatives of the Ombudsperson be part-time employees of that office.
5. After two years the demand on the services of the community representatives should be evaluated and the number of hours of employment per week increased if necessary.
6. Every GNWT department and agency produce a plain language sheet on what steps to take if you feel you have not been fairly treated, and distribute/promote this material as widely as possible.
7. Every GNWT department and agency designate a person to be contacted who can help the individual begin the request for review, appeal, etc. This would be somewhat similar to the Workers' Advocate at WCB or the Patient Representative at Stanton Hospital.
8. This material be available to the Ombudsperson and her/his staff and the community representatives of that office.
9. The Ombudsperson have a 1-800 number and that part of the duties of the office and of the community representatives be to inform people what other remedies must first be tried and how to do this, including referral to the appropriate person or office.

CHAMPIONS OF LITERACY
PROCEEDINGS FROM THE ROUNDTABLE DISCUSSION ON WORKPLACE LITERACY

Hosted By:
The NWT Literacy Council & Aurora College, September 11, 2000

Actions to Recommend

- *"Literacy has to be a long term priority by all potential partners not only in word but in action."*
- Encourage and support literacy champions – *"pass on the word."* Recruit the champion at each worksite that Barb Byers described
- Multi-sector/stakeholder partnerships/coalitions that bring money, expertise and willingness together to support essential skill development in all spheres (e.g. similar to the Manitoba model)
- Establish a Literacy information Centre/Agency to support for stakeholders wanting to provide workplace literacy programs (e.g. how to start, deal with camps, long hours, remote locations) *"Where are the one-stop shopping mechanisms for us to work together quickly?"*
- Provide stable, long-term funding to build essential skills
- Build northern expertise to deliver workplace literacy needs assessments training, and evaluations
- Launch a public awareness program to promote literacy
- Ensure off-site training to follow-up on workplace training
- Investigate financial/tax incentives to encourage employer buy-in
- Alter programs so employees can access Student Financial Assistance or other financial supports
- Mandate professional development for the entire workforce to ensure ongoing workplace training
- *"Let's get going"*

Priorities:

- Seek broad recognition that technology is driving a new form of literacy.
- Recognize that developing literacy skills is a long term investment.
- Develop more public awareness, support and involvement - *"literacy is a everyone's issue."* Destigmatize 'literacy', break-down barriers, emphasize outcomes and change attitudes toward literacy. The literacy issue needs champions to promote the culture of learning and literacy, at the decision making level.
- Build and support solid partnerships to address literacy problems. Formalize partnerships between gov't/community/industry/labour within the NWT. *"A group to stick handle the literacy issue into the arena"* (e.g. like the Tripartite Committee in Manitoba)
- A facilitator/coordinator of Literacy Programs in the NWT is needed.
- A collective, multi-party strategy and implementation plan for workplace literacy is needed.
- Long-term commitments to stable funding and resources are required to address workplace literacy needs.
- A Literacy Information Centre is needed as a source of how to start, how to do and information including volunteers.
- A full range of individual and family supports are need. ..."*when you hire an individual, (you are) often hiring the whole family or community.*"
- Draw linkages between on and off-site training and seek complementary approaches to provide a continuum of learning opportunities.
- Ensure ongoing monitoring and evaluation of literacy programming efforts.
- Address work release issues because workplace literacy best occurs on site.
- Use plain, clear language, visual materials and international symbols.
- Develop local assistance/expertise for conducting needs assessments and training so employers do not have to go south.
- The time for action is now.

CHANGES BY CHOICE;
A VISION FOR THE YEAR 2000
May 2-4, 1992
Yellowknife

Social

PLAN OF ACTION

- As elders are the backbone to communities, their representation on city/hamlet councils, and legislative assemblies must be increased.
- More community self-help groups are needed.
- Resources are needed to help people improve their awareness of self, develop and increase their self-worth and self-value.
- The causes of division in families, tribes, and communities must be identified for the healing process to begin.
- Healing circles for all groups within the community are needed.
- People need to learn how to access their leaders to voice their concerns.
- Good leaders are needed for healing circles, self-help groups and boards.
- Economic, political, social and cultural (spiritual and ethnic) development is needed.
- Individuals need to take responsibility for their own development and independence.
- Implementation of cultural therapy programs using traditional ways to solve social problems must begin.
- Elders must pass on their wisdom to the youth. People need to examine and redefine their values (non-material).
- Individuals need to return to their grass roots (self, family, community and territorial).
- More family healing lodges are needed.

Justice

PLAN OF ACTION

Gender Inequality:

- Improve communication by having a central agency responsible for information distribution and awareness.
- Improve communication by establishing and using networks at the community level with all communities in the NWT.
- Improve education by establishing and promoting family law in the NWT.
- Promote and encourage education of the legal system through intermediate level courses and career development towards law degrees for women.
- Hold a conference between women and judges in the NWT to address law issues regarding traditional and natural laws.

Education:

- Establish, promote and educate people on family law.
- Promote legal education and career development through courses, drama, and cultural events to encourage students (particularly women) to study law and enter the legal profession.
- Have conferences with judges on traditional and natural laws.
- Develop cross cultural orientation for all professionals new to the NWT, and offer a follow-up program.

Funding:

- Research and lobby for increased funding at all levels of government.
- Review existing committees that are currently getting funding to evaluate if provided services are effective in meeting the needs of the people (increased number of native court workers, legal aid system, etc).
- Women would like special funds to be set aside for exceptional legal cases to cover legal fees for women (i.e. Kitty's case).
- Scholarship funds should be available for women to pursue careers in the legal profession.

Territorial Law:

- Encourage professionals to be more sensitive to aboriginal people's (particularly women's) perspective.
- Lobby to integrate traditional law with the current judicial system.
- Establish a traditional law core group to represent all the aboriginal organizations.

Leadership

Take Action:

- Identify lobby groups, write letters, hold sit-ins, make people aware of issues.
- Educate people by holding workshops on various issues.
- Support leaders – sometimes sit in the front row and smile when they make a speech, this encourages them.
- Begin grooming young girls and women through mentorship.
- Educate men on the unique culture and viewpoint of women.
- Give direction to Territorial groups.
- Form women, elders and youth councils.
- Be responsible for own healing. Go out on the land, revive and become strong.
- Attend workshops and conferences and share the information, pamphlets, and new knowledge with neighbours, other communities, and women's groups upon return.
- Organize conferences and workshops where Northern women can network and build on each others strengths to develop leadership skills.
- Work with and use the media to encourage leadership amongst women.

Be Supportive:

- Lobby for funding and for representation at the community and national levels.
- Plan strategies for Territorial lobbying.
- Start at the community level, share information gained from this symposium.
- Effective leaders learn to balance family and leadership responsibilities.
- Evaluate community resources, start off with a small project, blend in slowly, have fund activities to get people involved.
- Share information with the community by presenting a report of what was learned from workshops or meetings.
- Increase public awareness of issues concerning minorities (women, youth, elders, people of colour).
- Surround yourself with experienced and educated people, stick together.
- Leaders are not self made, they need other people to function. Support leaders by talking to them and volunteering to help improve the information flow on key issues.
- Identify common goals, respect people's differences.
- Encourage open communications, so that problems will disappear.
- Recruit and give recognition to volunteers, especially the elders.

Economics

ACTION PLAN

Increase Flow of Information

- Have occupational awareness workshops at the regional level.
- Establish/develop a central resource in the NWT to coordinate information with the people who need it.
- Contact local Economic Development Officers for funding and assistance.

Career Planning

- Ask employers to open their doors to provide experience and information about their work. This will encourage the development or role models for people entering the career market.
- Continue to support job entry and re-entry programs as well as literacy upgrading.
- Provide training in practical skills (lobbying, proposal writing, etc.)
- Career development and information about career choices needs to become part of the school curriculum.
- Human resource planning to take place side-by-side with employment development.
- Daycare and financial assistance is needed for mothers who are improving their education or taking career training.

Focus on Change

- Lobby the decision makers for support in organizations such as band councils, boards, committees, tribal councils, pathways, CAEDS, etc.

Environment/Health

PLAN OF ACTION

The breakaway group developed a work plan and strategy focusing on three different levels: individual, community and territorial. The following is their plan of action:

INDIVIDUAL

- Commitment to do something (gardening, composting, tree planting, ask post office not to deliver junk mail).
- Be a role model and practice good environmental citizenship.
- Write to Canadian Direct Mail Marketing Association to ask that name not be given to others; will reduce unwanted junk mail marketing.

COMMUNITY

Projects And Challenges

- Encourage local groups (schools, youth, non-profit, etc.) to organize and co-ordinate recycling projects, apply for funding and initiate action.
- Promote recycling through project intended to raise funding or receive payment in-kind for such projects as collecting bottles and cans, cleaning up a littered area, or removing large debris (i.e. skidoo parts).
- Encourage communities to challenge other communities in clean-up projects.
- Seek funding for environmental projects from such groups as: AES, Green Plan, Ecology North, Renewable Resources, Science Institute, Aboriginal Political Organization, DIAND, etc.
- Approach corporations for sponsorship to assist in recycling projects.
- Where possible, organize tree planning projects.
- Have community groups apply for own funding and initiate active recycling programs.
- Promote recycling through fund raising projects (i.e. youth groups, non-profit groups, collecting bottles and cans for fund raising).

Lobbying

- Lobby town councils to establish policies, enforce by-laws regarding fencing dumps, monitoring of the wood smoke index, etc.
- Lobby municipalities to properly dispose of garbage and human waste.
- Lobby decision making boards, panels and politicians to include women in the decision making process.
- Meet with community members to define community needs and develop environmental plans.

Improve Awareness

- Approach the media (radio, television, newspaper, etc.) to improve public awareness by including in their programming some community environmental tips. Local positive role models for environmental issues could be chosen.
- Promote cultural and waste preventative programs in communities and on the land.
- Promote and join in "Environment Week" activities in June.

Education and Information

- Encourage groups to work together coordinating and disseminating environmental information.
- Approach public health services and nursing stations to distribute information on the environment and how it effects health and well-being.
- Increase education on the four food groups and encourage people to improve their health by placing less emphasis on junk food and more on healthier well balanced meals.
- Educate people on the effects of food preservatives and additives.
- Incorporate nutrition into the school curriculum at an early age.
- Improve education on the environment through positive attitudes and slogans.

TERRITORIAL

- Support community's initiatives and work with communities on environmental issues.
- Provide assistance, information and funding to communities, local groups and territorial organizations for educating and improving the environment.
- Develop school curriculum to include a section on environmental protection and awareness.
- Post highway signs discouraging litter and enforce legislation to discipline violators.
- Coordinate the sharing of information, assist with proposal development and speed of information flow by establishing a central resource bank for environmental issues.
- Encourage and establish environmental conservation programs.
- Introduce a tax on plastic and other non-decomposable goods to go toward improving environmental programs.
- Provide information on legislation that is easy to read and understand.
- Direct health officials to provide more information to make informed decisions, but not to dictate to the people which choices to make.
- Use positive slogans to educate and change.
- Encourage each community to define its own needs and develop environmental plans together with other communities.

COMMENTS ON CHANGING THE LANDSCAPE: FINAL REPORT ON THE CANADIAN PANEL ON VIOLENCE AGAINST WOMEN
Prepared by Status of Women Council, October 1993

Excerpts from pp. 12-13:

- ...we strongly recommend that the GNWT adopt a zero tolerance (of violence) policy. If this happens, a mechanism for monitoring and accountability is needed. During *Choices*, the GNWT three-year action plan on spousal assault, a high-level inter-departmental committee existed to plan and implement the directions laid out..., and the Minister Responsible for the Status of Women was responsible for reporting annually to the legislature and the public on progress....such a mechanism will be far more effective if it includes representatives from shelters and women's groups.
- ...without a determined strategy and campaign to eliminate the attitudes that condone violence, to support victims and treat abusers, and a new comprehensive plan to bring about women's equality, we will not succeed in improving the lives of women and children in the NWT.

COMMENTS ON CREATING CHOICES: SOLVING THE INCOME SUPPORT PUZZLE
Prepared by Status of Women Council, January 1995

Recommendations throughout this document, which is included in its entirety.

1. Local Control

1.1 We strongly recommend that communities be given control over job creation, social assistance, and training and employment programs and resources. This should also include training programs funded by the Federal government. Decision-making could take place through a community training and employment committee. If the community prefers an advisory role instead, then this should be done to the fullest extent. GNWT employment development, training and social assistance programs must be as flexible as possible to allow for maximum community decision-making.

2. Social Assistance

2.1 Poverty is very widespread in the NWT, and combined with poor and overcrowded housing conditions, has a devastating effect on children and families. Ways must be found to put more money in people's hands to meet basic needs. It is essential that all social assistance rates be reassessed to arrive at a level that can alleviate the effects of poverty on children and their parents.

2.2 Child support should not be deducted from social assistance, as it is not income. It is a share of the non-custodial parent's resources which is directed towards the upbringing of the child, and it is the intent of the court that the child should benefit from it, in addition to what the custodial parent can provide. Deducting child support from social assistance also reduces the motivation other custodial parents might have to seek a court order for child support.

2.3 Social assistance recipients should be able to keep 100% of any earned income up to a certain level, for example $400 a month for a single person with no dependents. The amount would depend on family size. This would provide more incentive to work or self-employment than the present system. As income increases, gradually increasing amounts can be deducted from the social assistance, until at a certain level social assistance is no longer available.

We should also explore extending health benefits, rent and child care subsidies to social assistance recipients who are working.

2.4 We believe that the vast majority of social assistance clients do their best to live on amounts too low to meet basic needs for food, clothing, transportation, and other necessities. There are a few people, though, who misuse their social assistance money. In cases where recipients are clearly

having difficulty budgetting or staying away from gambling or drug & alcohol abuse, selective application of a voucher or direct cheque-to-store system can be used.

3. Social Assistance and Training/Employment Programs

3.1 We believe that many able-bodied people on social assistance would prefer to be employed, but lack of jobs and job skills are major barriers. Many people also do not have the language, literacy or numeracy skills to qualify for the few jobs that exist in communities. Furthermore, issues of family dysfunction or substance abuse prevent many people from succeeding in training or employment.

People should not be forced to work or train for social assistance, but should be strongly encouraged into training/employment through the provision of options that truly meet their needs.

3.2 Basic training, life skills courses and job/personal counselling need to be available and actively encouraged in every community, and these options should be offered in the same location as social assistance - "one-window" access. The same services should be available to UI claimants or other people seeking employment.

3.3 Training must reflect what real jobs exist in the community, and what is being or will be devolved to that community.

3.4 Community employment projects can also provide good work experience and basic skills, but the same counselling support must be available and participation must be optional.

3.5 We are concerned that community employment projects will largely provide work opportunities for men rather than women, unless equality of women is a fundamental principle of all programs. (See paragraph 5.1 also).

Initial feedback we have received on the Investing in People projects indicates that they are helpful to social assistance recipients. The projects communities develop, however, are primarily providing employment in areas of work more traditional to men, such as construction, sawmill operations, or caribou hunts. We are very concerned that women are not benefiting from these work programs to the same extent. This may be happening because community work programs are being developed by organizations that have little representation of women. It is extremely important that this be examined and that a more equitable system be developed.

3.6 In the NWT there are many single mothers on social assistance. Because of lack of licensed childcare services, many who try to take training or upgrading eventually have to drop out to look after their children, and go back on social assistance. We cannot stress enough how important childcare services are to women's education and training in the NWT (also see Childcare below). Consideration of women's childcare needs must be an integral part of every training or employment project.

4. Assessment

4.1 There would need to be a careful assessment process to decide what type of training would be appropriate for which interested social assistance recipient. These assessments must also be based on a knowledge of what type of employment is available in the community or region.

4.2 We think that these assessments should be made by a local community agency or committee, and that it should be up to the community to decide who should do it. In some communities, for example, a committee of front-line workers may be the best group to meet with the individual and assess options with that person. In others, it may be a community training and employment committee. If the community believes that it will be difficult for a local committee to carry this out, an advisory committee could be formed instead with decisions being made at a regional level.

5. Training

5.1 The GNWT must understand the need for training that meets the particular needs of women; this may include some women-only programs. For example, the old Federal job re-entry program was very successful for women returning to the workforce. Pre-trades orientation courses for women have been very successful, but employers have been unwilling to subsequently offer apprenticeships to women. At least one application to hold a pre-trades course for women has been refused by a Pathways Regional Management Board.

To ensure that training is truly able to meet the needs of women, equality of women must be a fundamental guiding principle of all employment and training programs.

5.2 Incentives are needed to encourage on-the-job training by employers, including in those areas where women tend to work.

Most on-the-job training projects have been in the non-renewable resource sector where few women are involved. What can be done to specifically prepare women for jobs in, for example, diamond mining, where most jobs are non-traditional for women? This question should be a priority in any discussions between the GNWT and companies wanting to do projects in the NWT.

With the exception of land claims organizations or self-government, current initiatives mentioned in the discussion paper (pp. 12-13) offer very low participation opportunities for women - mining, apprenticeships, renewable resources, construction workforce development.

5.3 Northern preference policies also provide a means of meeting northern employment and training needs. These policies should be revised to include more emphasis on an obligation to provide training or work experience.

5.4 One of the most encouraging recent developments is the large number of Aboriginal women in the NWT pursuing full-time post-secondary studies - approximately twice as many as Aboriginal men or non-Aboriginal men or women. Many of these women are also raising children. It is extremely important that the students receive the financial, childcare and personal support needed so that they can complete their studies successfully.

6. Childcare

6.1 As the discussion paper recognizes, there is a great shortage of childcare spaces in the NWT. In two-thirds of our communities, there is no licensed childcare service at all. As stated earlier, lack of childcare is a major barrier to women's training and employment. It is essential that some capital funding for daycare be available to communities where no suitable building exists, otherwise we are perpetuating the dependence of many women on social assistance. This is a huge block for women, which must be dealt with.

6.2 Childcare is also an area of employment that is attractive to many women, but ECE training is not accessible or offered consistently. There is also a great need for an ECE basic course that can be delivered in smaller communities for those who cannot leave the community because of family responsibilities or who have lower reading levels or little English. Coupled with this is a need to recognize the importance of work done by childcare workers, by raising operating grants to allow for higher wages for childcare workers.

6.3 We strongly support the infant development centres established in several NWT high schools, but urge that adequate permanent funding be found for them. The IDCs are a major factor in encouraging young mothers to stay in or return to school.

6.4 Many children in the NWT are affected by delayed development for various reasons, such as alcohol related birth effects. These children are in need of infant stimulation and early intervention programs. It is essential that these and other special needs children have the option of attending daycare; the Day Care funding program should increase special needs funding.

6.5 Low-income working families should be entitled to 100% parent subsidy for child care up to a certain basic income level which will vary by community; other wise we are driving parents back to social assistance.

6.6 The Government must recognize that women at home raising children are doing a very important job. If we want to encourage everyone to be in the work force, we must provide a public childcare system to enable women to work, including in the smaller communities.

7. Family Responsibilities

7.1 Women are usually the caregivers of the elderly or disabled in the home. This is a major barrier to women accessing employment or training. Greater homecare support in communities is essential to enable more elderly or disabled adults to live more independently. Proposals that have been made by the Council for Disabled Persons for respite care are very important.

7.2 We also need to educate employers regarding family responsibilites faced by many women, to bring about a more flexible workplace.

8. People with Disabilities

8.1 We believe there should be a disability pension in the NWT, rather than persons with disabilities having to rely on social assistance.

8.2 We also feel that people with intellectual disabilities are not adequately recognized or supported in the NWT. For example, we believe there are many adults affected by alcohol-related birth effects.

Once intellectual disability is identified, the individual should be able to access various kinds of support, including financial, life skills and other training, and shelter if necessary. With recognition and support, many people with intellectual disabilities can work and live independently or semi-independently. Community-based advocacy groups should be funded to liaise with employers and assist with the transition to employment for people with disabilities.

8.3 Along with employment training there should be life skills and awareness as many people with intellectual disabilities are vulnerable to abuse.

9. Youth

9.1 Research with female junior/senior high school students recently carried out by CCLOW - NWT and ourselves found that most of the students did not consult their guidance counsellor, and misunderstood the primary role of this position. They consulted their parents more about educational choices and future plans, yet many teachers told us that parents are not well-informed about education and career planning. Many students are not talking with either counsellors or parents about their education and future plans.

9.2 There needs to be more focus on future work options and planning for future work, as part of the curriculum. This would be greatly assisted by more work-option programs, worksite visits, people in different types of work coming into schools, and so on - i.e. a much closer working relationship between schools and local business or government. It is important that self-employment through traditional work on the land or in arts and crafts also be part of this focus.

9.3 There clearly needs to be a bigger effort to make students aware of how the guidance counsellors can assist them, and to encourage them to do so. Guidance counsellors also need to provide more opportunities for parents to become aware of choices facing students.

9.4 At the same time personal counselling needs to be more readily available in schools, through additional counselling positions. Counsellors will also need to be able to do small group work with students around violence, healing and other issues, and have training in suicide prevention.

9.5 Community employment projects should always have a youth component. Such projects should also be community-based and controlled.

10. Housing

10.1 We share the deep concern of the GNWT regarding Federal cutbacks to housing in the NWT. In addition to the health problems caused by overcrowding, we believe that these conditions contribute to family dysfunction and violence. Some women, particularly younger women, enter short-term sexual relationships with men as a way to obtain shelter, as they see no other alternative. Other women are less likely to leave an abusive spouse if they see no housing alternatives.

10.2 We agree that housing rents have to encourage the transition to employment - rent should not be raised for low-income persons until a certain income level is reached; this will vary according to family size.

10.3 The GNWT needs to look at housing options such as providing materials to communities to build houses themselves, or mobile units which could be ordered through NWT companies and assembled by NWT people.

11. Support for Traditional Self-Employment

11.1 We agree that it is very important to support traditional self-employment and independence on the land through trapper's/harvester's assistance programs.

11.2 We feel that similar assistance should be available to craftswomen to enable them to continue the traditional skills of sewing with skins and furs, and to ensure that these skills are passed on to younger women.

COMMENTS ON UPDATED NWT LABOUR FORCE DEVELOPEMNT PLAN 2001-06 – A WORKABLE APPROACH

Prepared by Status of Women Council, April 2001

Recommendations:

1. That a gender analysis policy, or gender lens, be fully incorporated into all aspects of the Labour Force Development Plan and into the planning and program delivery of the Department of EC&E and Aurora College.
2. That the Department of Education, Culture and Employment collaborate with child care providers, child care users, and women's groups to conduct a thorough review of the NWT Child Care Program, in order to eliminate barriers and improve access to child care services in NWT communities.
3. That the Labour Force Development Plan be revised to address the issue of access to child care services.
4. That the Labour Force Development Plan include a commitment to work with other stakeholders to develop a strategy to increase the participation of women in non-traditional employment, including employment in the non-renewable resource development sector.
5. That the Labour Force Development Plan include forming a partnership with stakeholders to undertake the planning, implementation and evaluation of a three-year pilot project to increase the participation of women in non-traditional work, with particular emphasis on participation in the mining, oil and gas sectors.
6. That the Labour Force Development Plan support the development of alternative programs to meet the needs of groups that are harder to serve.
7. That the Labour Force Development Plan include a provision to develop long-term stable funding kfor literacy and adult basic education programs and expand their availability to every NWT community.

COMMENTS ON *WORKING TOGETHER FOR COMMUNITY WELLNESS: A STRATEGY FOR ADDICTIONS, MENTAL HEALTH AND FAMILY VIOLENCE IN THE NWT*

Prepared by Status of Women Council, June 6, 2001

Prevention, Healing and Treatment:

- Self-help groups should be supported through regional or local mental health resource people. Provide social workers and key laypersons with training so that they can be a support to self-help groups.
- Encourage support groups for children and youth, especially for those who have experienced trauma
- community caregivers need to be able to consult with a regional or local mental health resource person on an ongoing basis re. facilitating support groups and addressing individuals' counseling and healing needs.

Community-based Services:

- support more families in smaller communities to provide a safe home service for victims of family violence
- Support healing programs for abusers that also incorporate communication, gender issues, anger management and other skills: pilot on the land healing programs for abusers with follow-up and aftercare
- Support anti-violence or conflict resolution programs in schools, to help children develop healthy ways to deal with conflict and anger
- Support the development of capacity to respond to sexual assaults and sexual abuse, including training for community caregivers for meeting both the immediate crisis and long-term counseling needs of survivors

- Develop safe housing alternatives for pregnant women who want to stay away from a drinking environment, such as staying with a sober family who can also be mentors.
- Provide supports for persons with intellectual disabilities or FAS, including supported housing, life skills and opportunities for independent living.

Facility-based Services:

- Develop a diagnostic and psychological assessment team regarding FAS, that can travel to communities and provide follow-up.

Education and Training:

- Build the capacity in communities to meet the trauma and healing needs of residents. Community caregivers should receive training in trauma recovery and healing, and have backup support from skilled regional resource people.
- Community caregivers should also receive training in facilitating support groups and on community facilitation in general, such as popular education training based on the Council's *From Dark to Light* manual.
- Include opportunities for caregivers to debrief regularly, and to address their own healing needs.
- joint training should include caregivers from non-government groups and volunteer caregivers in communities
- Incorporate gender issues into all community caregiver training programs.
- Provide training on FAS and on best ways to work with FAS-affected children, youth and adults, for community caregivers, educators, parents and the justice system.

Systems Management:

- In collaboration with other groups, carry out an NWT family violence needs assessment and develop strategies to address family violence.
- Review the feasibility of developing and implementing family violence legislation.
- Institute longer-term funding arrangements for non-government groups delivering community programs.
- Involve non-government community groups in health and social services planning and decision-making, as they are delivering many of the services at the community level.

COMMUNITIES VOICE ON CHILD SEXUAL ABUSE
Prepared by Native Women's Association of the NWT, January 1989

Recommendations:

PUBLIC AWARENESS:

1. That a campaign be developed to make communities aware of child sexual abuse and to develop deeper understanding of the problems.
2. That communities hold meetings to increase their levels of awareness about child sexual abuse.
3. That the government declare one week a Child sexual Abuse prevention week.
4. That awareness packages be developed specifically for elders and youth.
5. That all media (radio, TV, newspapers) be encouraged to actively promote child sexual abuse awareness.
6. That public awareness strategies proclaim that child sexual abuse is not acceptable in any culture.
7. That public awareness campaigns on child sexual abuse be considered a priority.

INFORMATION SERVICES/PUBLIC EDUCATION

1. That regional hot lines/crisis lines be developed.
2. That tapes, videos, written material be translated into the various languages.
3. That a central clearinghouse at the territorial level on child sexual abuse be established.
4. That nursing stations receive all available information on child sexual abuse.
5. That Delta House (Inuvik) be contacted to provide information on child sexual abuse to various communities.
6. That child sexual abuse awareness and education be made part of the school curriculum.
7. That public education on child sexual abuse be considered a priority for action.
8. That traditional beliefs and roles be considered in developing public education materials.
9. That specific education packages for elders and youth be developed.

COMMUNITY DEVELOPMENT

1. That communities be encouraged to hold local meetings on child sexual abuse.
2. That workshops on healing and recovery be held at the local community and at regional levels.
3. That communities be supportive of families and agencies dealing with child sexual abuse.
4. That all agencies within a community work together in dealing with child sexual abuse.
5. That communities identify their own resource people and that these people be utilized in a trustworthy manner.
6. That all leaders be encouraged to straighten out their own selves and provide a positive role model to communities.
7. That communities network with each other and share information, ideas, resources, etc.
8. That band councils and communities be encouraged to take ownership of the problem and develop strategies to address child sexual abuse in individual communities.
9. That workshops be available to communities and include the following areas: parenting skills, sex education, confidentiality, self-help group development etc.
10. That more than one person per community receive training to allow for the development of a support network within the community.
11. That individual community needs to be recognized in developing strategies to deal with child sexual abuse.
12. That communities encourage and support efforts of individuals to work towards sobriety and recovery.
13. That individuals in communities be encouraged to become active in their community to help find solutions to child sexual abuse.
14. That on a regional level, resource people are identified and utilized.
15. That workshops designed especially for the youth be development and delivered to communities.

TRAINING

1. That more people at the local level be trained as counsellors.
2. That more training be provided to professionals (RCMP, doctors, nurses, teachers, social workers, judges, etc.)
3. That more cross-cultural training be made available to both community people and professionals dealing with child sexual abuse.
4. That training cover a broad range of areas, such as: dynamics of child sexual abuse, legislation, government policy, protocols, etc.
5. That regional workshops be planned as a follow-up to this Conference.

TREATMENT SERVICE

1. That all treatment services recognize the role alcohol abuse plays in child sexual abuse and that treatment for alcohol abuse be available.
2. That follow-up and after care be provided in communities.
3. That treatment be available to the child, offender and other family members.
4. That school counsellors be trained and available in every school.
5. That all leaders be encouraged to address the role of alcohol in their life and that leaders seek treatment if needed.
6. That victims receive immediate attention.
7. That shelter for the abused be available in the communities.
8. That a review of inter-agency protocols be undertaken and changes made where needed.
9. That a child advocacy program be developed.

LEGAL

1. That offenders, rather than victims, be removed from the community.
2. That treatment e a condition on parole for sex offenders.
3. That investigation procedures used by the RCMP and social workers be sensitive to the needs of the child.
4. That the legal process support the victim throughout the process eg. use of video to tell the story once, support during the hearing.
5. That women, children and men be aware of their rights.
6. That judges and other court personnel receive cross-cultural education.

POLITICAL RESPONSIBILITY

1. That there be follow-up on these recommendations.
2. That MLA's and MP's be contacted and encouraged to address child sexual abuse from their level.
3. That stricter controls be placed on pornography.
4. That the government review current legislation for the effect that being treaty or non-treaty has on the access to treatment programs eg. access to alcohol treatment programs.

OTHER

1. That more research be undertaken on child sexual abuse in the north and that northern documentation of the situation be gathered.

COUNT ME IN CONFERENCE SUMMARY

The priorities for action identified and discussed by conference delegates are summarized below.

1. Better information and better access to information for persons with disabilities and their caregivers.
   - About income support programs, educational and employment options, and, personal services.
   - A toll free 1-800 number and website for persons with disabilities are recommended along with a regular territorial newsletter with updated information.

2. Development of policies and legislation to mandate services for persons with disabilities and identify who is ultimately responsible, accountable and has authority to advocate for persons with disabilities and their families.

- There could be an Ombudsperson, a Ministerial Advisory Council for Persons with Disabilities, and/or a *Minister Responsible for Persons with Disabilities, along with a* national and territorial Bill of Rights for Persons with Disabilities.

3. Better public awareness of the challenges faced by persons with disabilities as well as the many contributions persons with disabilities can, and do, make to society.

4. Territorial conferences and regional conferences for people impacted by disability on a yearly or bi-annual basis.

Income

5. Higher income levels for persons with disabilities to live with dignity.
   - Federal and territorial income programs which keep up with the cost of living, the rising costs of food, fuel and other goods and services, and the higher costs of living in the north.
   - Gifts, inheritances and seasonal income from other family members which do not affect financial assistance.

6. The removal of disincentives to employment.
   - Higher levels of income without penalty or 'clawing back' of financial assistance.
   - A transition from income support to employment longer than three months.

7. Persons with disabilities accessing financial assistance be treated with respect.
   - Financial service providers trained and sensitive to the challenges and circumstances that persons with disabilities and their families live with.
   - Medical personnel involved, along with income support staff, in decisions regarding the financial support of a person with a disability.

Education

8. Education and training which supports children and adults with disabilities to reach their full potential.
   - More training for parents, teachers, adult educators, special needs teachers and classroom assistants about disabilities and strategies to help people learn.
   - Government funding which supports special education consultants, special education resource teams and special education teachers.
   - All students with disabilities, both children and adults having access to individualized, coordinated learning plans that focus on their strengths and abilities.
   - Promotion and funding of options such as home schooling, distance education, literacy programs, adult upgrading, early intervention programs, retraining programs and alternate schools.

Disability Supports

9. Greater access to a wider range of assessment, diagnostic and remedial services, equipment and other supports.
   - Making the early diagnosis and assessment of children with disabilities a top priority.
   - Developing a specialty team (with an Occupational Therapist, Physical Therapist, Speech Pathologist and Psychologist) to provide regular and appropriate services to each community.
   - Increased funding to persons with disabilities for special aids, appliances and equipment, transportation, home renovations, learning aids, medical necessities, respite care, ambulance costs, child care, dental care, eyeglasses, and hearing aids.

- Para professional homecare and respite care personnel trained in each community. Youth and Community Health Representatives can be trained to provide these, and *other, services.*
- Disability supports and services which are available throughout a person's life, wherever they live in the NWT and which are not tied to education, employment or other activities.

10. The Government of the NWT though the Coordinating Committee and in cooperation with voluntary sector organizations such as the Dene Cultural Institute, that Inuit Cultural Institute, the Native Women's Association and the Inuit Women's Association should, with a sense of urgency, map out an immediate program of visually documenting all aspects of traditional craft production.

11. The Government of the NWT through the Departments of Education and Culture and Communications must develop curriculum and special projects to give children positive exposure to arts and crafts in the schools.

12. The Government of the NWT should investigate the potential of an "apprenticeship" type program for young women to train with elders in a particular craft.

DARE TO DREAM: WESTERN (NWT) WOMEN'S CONFERENCE
MARCH 11-13, 1999
SUMMARY OF RECOMMENDATIONS

THINGS WE WANT THE STATUS OF WOMEN / NATIVE WOMEN TO DO:

Education/Training

1. Provide training and workshops on the following things:

   - Proposal writing
   - For women/youth who are thinking about going into politics;
   - What programs and services are available
   - Life skills
   - Healing
   - High risk kids
   - Self-esteem
   - Self-care, self-awareness
   - Communication skills
   - Networking
   - Assertiveness
   - Issues related to parenting and single parenting with positive messages

2. Funding for youth to attend Edmonton's Dreamcatcher's Conference in October
3. Educate women at community level re what's available, how to access funds.
4. Native Women should contact the communities to inform them of training sessions and each community should be asked to identify the individuals to take the training.
5. Prepare women to sit on boards/committees by providing board development, assertiveness, communication and facilitation.
6. Have a system where leaders share responsibilities with those women new to the organizations and departments to give (or get) on-the-job training in the areas of board responsibilities, protocols and process.
7. Have training and education mentorship programs in leadership for youth and older women.
8. Offer courses in public speaking and facilitations – like Toast Masters

9. Have a calendar of conferences and workshops for women, youth and elders.
10. Offer programs and courses to develop self-esteem.
11. Prepare kits and orientation sessions on interview skills, protocols and process of government/NGO systems and outlining the roles and responsibilities of organizations and governments.
12. Prepare kits for school curriculum.

Justice

13. Find out why women do now have adequate knowledge on the justice system
14. Status of Women or Native Women should write to the Department of Justice Canada to access more information on availability of funds.
15. Training sessions should provide to women in each region on victims services.

New Programs

16. Develop a coalition of groups to go after better programs / services and LOBBY.
17. Link agencies and boards.
18. Amalgamate organizations regionally.
19. Provide opportunity for children / youth to become more involved like:
    - Community events
    - Ask for input from children / youth and involve them in decision making
    - Provide the youth with a job to get involved at meetings (i.e. Hire them as pages)

Funding

20. Find out why funds are not accessed.
21. Find out why there is insufficient funding for programs and services.

Communications

22. Provide better and timely communications about programs / services in different ways like:
    - One stop access
    - A toll-free phone #
    - TV and radio ads
    - Providing more community outreach workers
    - Use videos for awareness and video-conferencing
    - Use success stories of things in communities
    - Provide ways to access the information that is already in the community – (for example, Status of Women could send information to Hamlet/band office, nursing stations, etc.)
    - Start a website
    - Provide e-mail service to allow women in communities to plan together
    - Start a newsletter – to inform and to ask for our opinions – local groups could be asked to contribute – have discussion of issues from different points of view – allow any citizen to send information;
23. Help women find better ways to network in the community;
24. Get information/input from women when the board has a major or difficult decision;
25. Hold focus groups on issues;
26. Have an annual conference that allows women's groups to make presentations to the whole group about their programs & issues, does strategic planning, booths describing each group;

Leadership/Representation

27. Status of Women/Native Women criteria for their positions need to be explained so everyone is aware of this criteria – policy

28. Change appointments to positions elected by women in each region
29. Board members need to be accountable.
30. Improve planning by:
    - Having regular community meetings
    - Sending questionnaires to people being served
    - Have annual women's meetings in different parts of the NWT to conduct planning send out letter of intent to communities;
    - Hold their Board meetings outside Yellowknife with a different community each year being host;
    - Use International Women's Day as a focus for women's planning in communities
    - Fund planning activities to involve women in communities
    - Create a long-range plan
31. Lobby for more women to be appointed to boards;
32. Reactivate the talent bank of women;
33. Have women with leadership experiences speak at career fairs;
34. Use local resources and talents among local women – help them recognize their own abilities
35. Hold a forum with women who have political experience, including those who were not elected
36. Encourage a slate of women candidates, at least one in each constituency, to run in October
37. Hold a workshop for women interested in running (couple months before nominations)
38. In preparation for the October election, prepare questions that women can ask candidates. Have Status of Women push candidates to reply to these and publish the replies in News North prior to election. These questions should include "hard" issues – e.g. Economic development for women, their position on social problem.
39. Do a campaign to promote women in politics and encourage interested women;
40. Prepare and provide an election kit for women giving them information on how to lobby, and develop support systems;
41. Organize and offer mentoring programs with younger women learning from older women with the aim of having the young women become additional delegates
42. Build better connections between women's organizations (S of WC / NW) and maybe in the future, consider merging them.
43. Build upon existing women's groups rather than total restructure;
44. Use Status of Women to bridge all women's groups.
45. Establish optional (general) membership on Status of Women;
46. Lobby government to automatically be a part of any of their working groups and all consultation processes.
47. Provide recognition/encouragement to women/youth to go into politics and ensure this support is offered to those who may not be successful
48. Prepare a strategy for the transition from current representative to new representative;
49. Have alternating offices in order to avoid the development of a core group keeping power from the whole;
50. It should be easier to get offenders off council; ask Status of Women Council to send letter to the Minister

THINGS WE WANT FOR OUR COMMUNITIES:

Education/Training

51. Adult education / schools
52. More Aboriginal head start programs and $ for programs for children ages 6-12
53. Traditional lifestyle needs to be passed on – e.g., sewing, dry fish/meat, traditional knowledge
54. Aboriginal language immersion programs.

Health/Healing

55. Care givers / family members must have a support person or group to go to for help.
56. Support programs should be in place to help us deal with death and dying like:
    - Palliative care for patients;
    - Grief counsellors for family members so they understand what they and the patient are going through;
57. Promote parental involvement to encourage the youth to get involved in and access the present programs.
58. Provide programming for elders, including:
    - More financial support for Elders
    - Addressing the issue of Elder abuse
    - Making programs/services more elder-friendly and more accessible (Elders Fridays at the doctor's office, accompanying an elder to the hospital etc.)
    - Meals-on-wheels programs
    - Expanded Home Care Programs
    - Programs for fitness and fun
    - Ways for elders to earn extra money
59. Have wellness conferences for women
60. Have holistic healing program on wellness for leaders
61. DEVELOP A LEADERSHIP CENTRE IN THE NORTH

New Programs

62. Have one interagency person in the community to inform women about programs / services and who they can contact to access them.
63. Provide regular self-esteem workshops and have community people trained to deliver them.
64. Promote the recreation coordinator offering more programs to meet the recreational needs of all ages in the community.
65. Develop programs specifically for teens that:
    - Teach ways to better communicate with your teenager (parenting)
    - Use proactive measures to encourage healthy lifestyles (re: substance abuse, smoking)
    - Use role models and make them ore visible
    - Get young people involved in community meetings
    - Reach out to needy young people
    - Are conferences for youth
    - Are youth cultural camps
    - Recognize the changes between generations
    - Teach safe sex

Communications

66. Circles of supports for women in each community (through Wellness circles or groups, WA, sewing circles, etc.) Call each other and give each other support.

Leadership/Representation

67. Have more women run for all elections
68. All regions should have a regional women's group;
69. Regional women's group could lobby the government on women's issues;

THINGS WE WANT FROM OUR COMMUNITIES:

Education/Training

70. Raise awareness/recognition of women who are community leaders now – and do this in the schools too – e.g. Grade 3;

Employment

71. There should be community meetings about respecting the workforce.

Health/Healing

72. The community must be involved in problem solving for social issues – leaders cannot fix things alone
73. Promote a holistic approach to healing families:
    - Allow the client worker more flexibility
    - Services should be client based (no run arounds)
    - Have more programs that deal with emotional, physical & spiritual needs of families)
    - Operate family treatment centres in the North (could be used for the Youth in the summer)
    - Offer a variety of healing programs for families / individuals / youth / male / female
    - Include parenting programs
    - Address the impacts of residential schools on families
    - Recognize that gambling, substance abuse, and addictions take away the rights of a child to be a child
    - Focus on family and community instead of grouping and separating people
    - Focus on the whole person not on the symptoms underlying the behaviours
    - Involve all the agencies

New Programs

74. Child care
75. Find ways to make volunteer want to stay involved longer

Funding

76. Stop Brighter Futures Program monies from being used for Government programs.

Communications

77. Improve and increase communication by boards as to the issues they are working on. (Creating an awareness within the community)

Leadership/Representation

78. Community representatives must be honest and not be in denial
79. There should be no mocking or gossip.
80. Get all groups working together.
81. Integrate women's concerns with men's issues by focusing on the family;
82. Get youth representation at all decision-making levels – band, town, Metis councils, school and Friendship Centre Boards, etc.
83. Get more women's involvement at municipal/band level
84. Get recognition that women are already active in voluntary organizations as leaders;
85. Have mentorship programs in all governments for women;

86. Have gender equity among community representatives (females to represent population) optional to each community Band Council, & Hamlets
87. Use Deh Cho model to ensure government structures include elders and women's groups;
88. Guaranteed representation on local government organizations for elders, women & youth;
89. Make a bylaw that states how long an individual can hold a position.

THINGS WE WANT FROM THE FEDERAL / TERRITORIAL GOVERNMENT:

Education/Training

90. Adult education / schools
91. Have a system where leaders share responsibilities with those women new to the organizations and departments to give (or get) on-the-job training in the areas of board responsibilities, protocols and process
92. The education system should let the youth voice their concerns.
93. Educate/re-train our male leaders on social/women's issues;
94. Women in leadership need to be educated on issues that are important to women;
95. Training sessions should provide to women in each region on victims services.
96. Education/support women in senior management positions to become more knowledgeable on issues groups are working on. (i.e. funding)
97. Scholarships for women in leadership at U of Victoria program
98. Leadership courses should be offered in small communities

Employment

99. Transfer regional and territorial positions to the community level.

Health/Healing

100. Research pension plans/income support programs for disabled people across Canada to determine why NWT doesn't have and develop a plan to ensure disabled people have a better lifestyle without having to give up something.
101. Promote a holistic approach to healing families:
    - Allow the client worker more flexibility
    - Services should be client based (no run arounds)
    - Have more programs that deal with emotional, physical & spiritual needs of families
    - Operate family treatment centres in the North (could be used for the Youth in the summer)
    - Offer a variety of healing programs for families / individuals / youth / male / female
    - Include parenting programs
    - College programs and workshops on traditional knowledge and values
    - Healing programs using traditional knowledge
    - Information kits outlining basic elements of healthy lifestyles
    - Address the impacts of residential schools on families
    - Recognize that gambling, substance abuse, and additions take away the rights of a child to be a child
    - Focus on family and community instead of grouping and separating people
    - Focus on the whole person not on the symptoms underlying the behaviours
    - Involve all the agencies
    - Improve needs assessments by:
    - Using a single, broad assessment tool / questionnaire (check if this exists elsewhere)
    - Ask the people you serve how to improve services
    - Use the SASSI Questionnaire
    - Focus on capacity / wellness levels rather than needs

Programs

102. Provide equality of programs and services to each region – Sahtu, Beau-Delta etc. regardless of the community's size
103. Have Annual TRADE SHOW territorially with boards / funders to explain what programs and services are available.
104. Programs that support women in business.
105. Provide program training for Care givers.
106. Building community capacity means to build from the bottom up and has to address social issues.
107. Regional Women's Group to work closely with regional government departments on programs and services;
108. Need guarantee from Government that recommendations form Regional working Groups are recognized as legitimate and the recommendations will be followed through on.
109. Offer more parenting programs including:
    - Education and support for single parents and housing needs and daycare
    - Children raising children because parents are away from the home gambling
    - Ensure basic needs are met (food, clothing, **safe** shelters)
    - Parents need to learn to play, laugh with their children
    - Recognize displaced anger towards children because of addictions
110. A help line for information on a number of things.

Funding

111. Make funding easier to access.
112. Funding for youth travel & representation including all expenses;
113. Funding programs, should include a recognition of:
    - The disabled, including funds for a specific person to help the disabled
    - Emphasize prevention in all aspects
    - Northern conditions / priorities
    - Elders / families
    - What is culturally appropriate
    - Equality of funding e.g. HR, HRR and West Point combine $ where it works
    - Need for healing circle $ to support women as well as men
114. Maintenance payments must be enforced immediately
115. Look at funding subsidizing families (rent and child care and parent work for the extra money needed)
116. Programs should be geared to empower the communities then the self esteem will build
117. Rental rates should create incentives for tenants to enter and remain in the workforce by maintaining the $32.00 per month after someone goes back to work
118. Provide funding for artists, plays and stories.
119. There should be another income support reform to meet the needs of clients.
120. Because early childhood programs are important, subsidies for child care should be increased.
121. Child care should be provided by the government.
122. There should be an Annual Women's conference funded by GNWT;
123. Inform public of available funds in a timely fashion;

Communications

124. There should be plain language explanations of programs and services in North Slavey, South Slavey, etc.
125. People must be treated with respect (support and funding) so that people can grow and others follow
126. Give individuals a choice to speak their own language so we can hear what they have to say – provide interpreters
127. We want direct talk from government representatives.

Leadership/Representation

128. DEVELOP A LEADERSHIP CENTRE IN THE NORTH
129. Elect and appoint women to national and territorial boards;
130. Women and youth should be involved in developing Board appointment criteria.
131. There should be an open women's caucus formed with community input that would focus on work being done within the Legislative Assembly & GNWT
132. Have MLA's respond to women's lists of issues, facts and stats;
133. There should be an annual forum with MLA's;
134. Youth should be represented at all decision-making levels
135. There should be a Territorial Youth Council with regional branches of
    - Employment, Education and Training;
    - Culture & Heritage
    - Resources, Economic Development & Wildlife
    - Recreation & Sports;
    - Achievement Board;
    - Support & Wellness
136. There should be youth oriented workshops/seminars & conferences;
137. Workshops should provide an opportunity to learn about national issues; proposal writing;
138. There should be programs and centres developed and managed by youth.
139. There should be programs offering mentorship for women in all governments;
140. A woman should be appointed as Minister for the Status of Women. She need not be an MLA, but she would be one recommended by the Native Women's Association and the Status of Women. She would also chair the women's caucus. She should have an office at the Legislature and full powers of a Minister.
141. Find ways to recognize women's formal and informal leadership – at all levels – starting in community;
142. Women have the right to speak – but also TO BE HEARD about our issues;
143. Re-instate the Women's Directorate with adequate number of staff;
144. Have Status of Women at arms length from government
145. There should be equal representation given to women and men in the Legislative Assembly (Gender Parity)
146. Government must consult with Women's Groups on <u>all</u> issues.
147. Women's Groups should become part of government's committees to help them solve problems (social, health, education, etc.) and provide input on changing legislation to create quality of life for all citizens.
148. Require training plans/programs to assist with Affirmative Action;
149. Eliminate gender bias;
150. Male leaders need to appreciate that family issues are real issues;
151. Governments should ensure that lines of communication are kept open through internet, etc.
152. Leader's Conference should allow for full participation of NWA and S of WC.
153. Guaranteed women's representation on IRC/GTC all regional governments;
154. Take recommendations/resolutions from women's groups seriously;
155. Develop a strategy that identifies a target percentage representation on Legislative Assembly and in senior management positions reflective of population.
156. Government needs to be restructured to reflect the needs of the people it represents;

Federal Government

157. Programs should be northern made and northern based programs <u>not</u> adaptation of southern programs;
158. Funds need to be devolved to Territorial Government in a timely fashion;
159. Transfer money is often insufficient to run programs;
160. Quit spending on Royal Commissions and start spending on programs;

161. Long term programming dollars need to be guaranteed rather than seed money and early sunset of programs.
162. Regional offices should provide communication links through community worker

FACILITATOR'S REPORT ON COMMUNITY WELLNESS FORUM
Yellowknife – April 24 – 25, 2001
Prepared by Dunbar Consulting Services

Delegates suggested solutions that Health Canada and the Department of Health and Social Services might address and come forward with administrative changes that would facilitate the work of community groups.

Identify the current challenges to implementing community wellness.

How can the GNWT and Health Canada support communities to make program implementation easier?

These questions were addressed together by some groups, separately by others. Some common themes that emerged:

Lack of Trust

This was a favorite phrase that often wasn't given much definition when presented. However, there is no doubt that there is a general sense of unease about government and its roles.

Suggested Solutions involved:
- building partnerships with great equality between the partners;
- taking measures to reduce/eliminate the sense of competition between projects for funding;
- stop passing the buck between and within governments.

Lack of communication

A challenge that seems to surface at all the time at meetings! It seems that community projects don't always feel they are informed as to what it going on and that communication is often one way in terms of demands being made for reports from the projects in a time frame satisfactory to the funding body.

Suggested Solutions involved:
- open and honest dialogue;
- meetings between governments and organizations;
- great use of conference calls;
- perhaps a Community Wellness Newsletter.

Proposals

Comments were made about the number that have to be prepared; having to submit every year; lack of consistency in criteria; the lack of human resources to do them.

Suggestion Solutions involved:

- multi-year funding; one report for both governments;
- standardize reporting requirements;
- incorporating consideration of holistic principles in writing and analyzing proposals;
- acceptance/recognition of Dene and Inuit traditions in establishing criteria;
- workshops on proposal writing; training for program coordinators.

Delegate selection:

Need to establish a process whereby the leadership in a community is involved in selecting delegates to represent the community.

A Suggested Solution involves:

- the recognition of Dene and Inuit traditions by establishing a process of approaching community leaders to select delegates who can speak for the community on certain matters.

FALLING THROUGH THE CRACKS
A Single Mother's Personal Account of Accessing GNWT Social Programs
Prepared by Aimee Clark – December 2001

Based on my experience, I would like to make the following recommendations for change for the betterment of the program and the people it serves:

- Establish baseline living amounts. For example: if the base line amount for family of five is $900.00 per months, then the assessment would be for the shortfall between the baseline and the earned/unearned amount. Is that not what Income Support means?
- Living Allowances based on true costs for supporting a household and family
- Increase the living allowance to cover all basic needs.
- Eliminate clawbacks;
- Subsidized daycare for everyone;
- Provide transportation allowance.
- Intake interview and client planning process that deals with clients as a whole
- Client financial budgeting and planning service.
- Case by case individualized assessment and financial provisions.
- Establish special category of single parents with children under school age
- Eliminate the name Food Allowance and change to Living Allowance.
- Amend Act and policies to reflect program entry/re-entry.
- Subsidized/affordable access to recreational services/sports/programming for all ages.
- Information booklet detailing the program, available benefits, rights and responsibilities of the client.
- Provide clients with copies of all documents relating to their file.
- Cheques issues on the first day of the month or within 24 hours of proven need.
- Client Inquiry Response policy. Include: whom they are to direct their inquiries, estimated response item. Responses should provide reasons for decisions and alternatives for the client.
- Allow access to training and educational funds available through the Social Assistance Act.
- Ensure that the Policies do not contravene the Social Assistance Act.
- Eliminate the phrase Productive Choice.
- Client input for program delivery.
- Eliminate threatening language from Policies.

KEEPING WOMEN AND COMMUNITIES STRONG: WOMEN, SUBSTANCE ABUSE AND FAS/FAE, AN NWT NEEDS ASSESSMENT

Prepared by Status of Women Council, May 1996

Strategy and Action Plan

The recommendations of women and frontline workers participating in this study, and the background research, point to the need for a broad and complete approach to substance abuse and preventing FAS/FAE. Strategies and action plans are needed, one for the western NWT and one for Nunavut.

The strategies and action plans should include, but not be limited to:

- Reviewing existing alcohol and drug and treatment programs from the perspective of their ability to meet the needs of women
- Developing pilot project(s) for safe alternatives for pregnant women, such as prenatal support homes
- Developing pilot project(s) for women's and teen girls treatment programs
- Developing pilot project(s) for recovery follow-up treatment for women within the NWT
- Reviewing barriers to treatment for women related to child care and pilot solutions
- Creating programs and providing resources to community self-help and support groups for teen girls and women to deal with sexual, physical and emotional abuse, violence issues, and parenting skills, as well as substance abuse. Programs and supports which should be initiated would include peer support, role modelling and involvement of appropriate elders.
- Assessing ongoing training needs for frontline workers surrounding FAS/FAE and women's substance abuse
- Providing diagnostic and assessment services for possible FAS/FAE children
- Developing comprehensive birth family supports and services, including early intervention programs to assist families and children affected by FAS/FAE and peer support groups for both families and FAS/FAE individuals.
- Reviewing substance abuse curriculum in NWT schools
- Developing ongoing awareness and prevention programs targeted at community leaders, women, spouses and partners, children and teenagers, and the general public
- Developing strategies for involving partners/spouses in prenatal health
- Developing pilot project(s) education/awareness programs targeted at men, suitable for initiation and delivery by men

Recommendation #1

That the GNWT Departments of Health and Social Services and Education, Culture and Employment immediately begin talking and working together with communities, Aboriginal organizations and other groups to develop strategies and action plans for Nunavut and the western NWT to deal with substance abuse and FAS/FAE.

Recommendation #2

That the GNWT identify a government person and form an inter-departmental committee to deal with issues related to FAS/FAE, including awareness and prevention. This committee should involve concerned non-government community groups or people as partners in this work.

Recommendation #3 - *Youth Substance Abuse Treatment* -

That the critical need for youth substance abuse treatment be addressed immediately by the GNWT. Youth treatment should be available to youth in all regions of the NWT, for both boys and girls, and in a place and manner which is culturally-appropriate.

Recommendation #4 - *Substance Abuse Treatment for Pregnant Women*

A policy must immediately be put in effect that treatment centres funded by the GNWT place a priority on admitting pregnant women. A minimum of two beds should be available at all times for pregnant women. A treatment centre reserving beds for pregnant women should not have its income reduced if the beds are not always in use.

Recommendation #5 - *Awareness Workshops for Community Leaders*
Members of community governments and boards managing community alcohol and drug programs should be actively encouraged by GNWT funding agencies to participate in substance abuse and FAS/FAE awareness workshops. Workshops should also be offered in strategic planning for local drug and alcohol programs.

Recommendation #6 - *The Role of Schools*
The Department of Education, Culture and Employment and Department of Health and Social Services should cooperate to immediately develop learning materials and teacher resources on FAS/FAE for grades three and up.

Recommendation #7 - *Community Frontline Worker Coordination and Cooperation*
Where inter-agency groups do not exist, they should be encouraged by the GNWT Community Wellness Managers. Information must be provided to all frontline workers on the role and benefits of inter-agency groups, with special attention paid to confidentiality issues. Work loads must also allow time for community workers from different agencies to meet and work together.

Recommendation #8 - *Training*
Training related to women's issues, pregnant women and addictions and FAS/FAE should be included immediately in the NWT training programs for Community Health Representatives, School Community Counsellors, Teachers, Alcohol and Drug workers, Doctors, Nurses and Social Workers. Training dealing with women and substance abuse and FAS/FAE should also be made available to those already working in caregiving fields.

Recommendation #9
Training in women's issues and substance abuse should be made available to recreation coordinators and other people in communities who plan, design and organize community recreation and social activities. This training would emphasize women's equality and the self-esteem issues which can be related to substance abuse.

Recommendation #10 - *Promotion and Evaluation of New Initiatives*
That detailed information about the women-only and men-only pilot programs be provided immediately to all frontline workers, including information about potential advantages, target audience and limitations.

Recommendation #11
That evaluation of the Lutsel K'e mobile treatment pilot project and women-only and men-only treatment programs be completed as soon as is possible. The results should be made publicly available, and distributed to all community governments and frontline workers.

Recommendation #12 - *People Before Profits*
That the GNWT immediately allocate the entire profits from liquor sales in the NWT to substance abuse and FAS/FAE prevention and programming.

Recommendation #13
That current and future federal and NWT funding programs related to community wellness specifically include and identify, as a priority for funding, prevention of FAS/FAE and support for high-risk women and girls.

MAKING A CASE FOR LITERACY - THE STATE OF LITERACY IN THE NWT.
Prepared by the NWT Literacy Council (2000)

<u>The Literacy Problem:</u>

Problem: Low literacy is primarily an Aboriginal issue.

It is recommended that the NWT Literacy Council actively and visibly engage Aboriginal organizations in the NWT within its structure and in its activities with the intent of better responding to literacy needs and setting an example to others of co-operative approaches to addressing literacy problems.

The Right to Literacy:
Problem: Although 32% to 50% of NWT adults do not have adequate literacy skills to successfully function in society, literacy and adult basic education are not mandated public services in the NWT.

It is recommended that the NWT Literacy Council gain support from NWT and national organizations to petition the GNWT to recognize the right of all adults in the NWT to literacy and basic education by amending the NWT Education Act or enacting an Adult Literacy and Basic Education Act.

Policy Vacuum:
Problem: Key literacy stakeholders have not endorsed the policy framework for literacy and adult basic education programs in the NWT. Further, the policy framework does not clearly direct a continuum of long-term, stable and appropriate programming that is accessible to all adults in the NWT.

It is recommended that the NWT Literacy Council request the GNWT Education, Culture and Employment to provide a policy framework for literacy and adult basic education programs that supports a continuum of long-term, stable and appropriate literacy and ABE programs that are accessible to all adults in the NWT.

It is recommended that the NWT Literacy Council request the GNWT Education, Culture and Employment to gain approval of the literacy and adult basic education policy from Aboriginal, industry, non-government and educational organizations prior to implementation.
It is recommended that the NWT Literacy Council request the GNWT Education, Culture and Employment to conduct periodic public reviews of the literacy and adult basic education policy.

The Vision vs. the Reality of Literacy and ABE Programs:
Problem: ECE's vision for literacy and ABE programming is not reflected in reality. There is little or no evidence of a community learning network, a case management approach to social and educational programs, community-based capacity, or wide-spread, ongoing partnerships to support the development and delivery of sustainable and appropriate literacy and adult basic education programs.

It is recommended that the NWT Literacy Council request the GNWT Education, Culture and Employment to evaluate both the environment for and performance of literacy and adult education programs with the view to developing a system and a structure for these programs in the NWT.

At Least Two Decades of Program Issues:

Problem: Inconsistent and inadequate funding are two of a lengthy list of problems that have undermined the effectiveness of literacy and ABE programs in the NWT.

It is recommended that the NWT Literacy Council request the GNWT to develop substantive proposals for addressing long-standing literacy and ABE program issues including student and instructor supports, co-ordination, communication, targeting, performance, funding, partnerships at all levels, and accountability. Refinement of these proposals should be the subject of consultations with literacy stakeholders throughout the NWT.

It is recommended that at the completion of consultations, that these proposals make up the public government component of the NWT-wide comprehensive literacy strategy called for in the July 7, 2000 motion of the NWT Legislative Assembly.

Measurement of Literacy:

Problem: Education attainment as a measure of literacy does not accurately describe literacy needs in the NWT.

It is recommended that the NWT Literacy Council formally request support from the National Literacy Secretariat (NLS) and the GNWT Bureau of Statistics to petition Statistics Canada to include the NWT in the upcoming International Adult Literacy Survey (IALS). Due to the small size of the NWT population, it is recommended that persons in NWT institutions also be included in the IALS.

Literacy has no borders.
Problem: The seriousness and pervasiveness of the literacy problem in the NWT is such that no one group alone can address this issue.

It is recommended that the NWT Literacy Council request support from the GNWT to form a multi-sector Literacy Steering Committee involving public and Aboriginal governments, and private sector, labour, educational and community organizations to:

1. **launch a multi-media promotional campaign to create awareness of the benefits of literacy to the individual, family and society.**
2. **commit to an accord or multi-party agreement to recognize and address literacy as a fundamental component of all policy, strategic and program initiatives. (e.g. as a 'literacy lens').**
3. **evolve sub-Committees similar to tripartite committees in Canada's Prairie Provinces to address specific literacy, basic education and essential skill needs, for example family literacy, Aboriginal language literacy and workplace literacy.**
4. **develop a NWT-wide literacy and adult basic education strategy to be endorsed by all sectors.**

It is recommended that in response to the July 7th motion of the NWT Legislative Assembly that the NWT Literacy Council request the GNWT to table the government component of the NWT literacy strategy with the multi-sector committee to provide a basis for evolving a comprehensive, NWT-wide multi-sector literacy strategy. Further, it is recommended that a timeline be established that ensures the completion of a multi-sector NWT-wide literacy strategy by the year 2001.

GNWT-NWT Literacy Council Relationship:
Problem: While the GNWT and the NWT Literacy Council share some common goals, there is no basis for an ongoing relationship between the two parties.

It is recommended that the NWT Literacy Council submit a proposal to the GNWT requesting core funding, a partnership arrangement and an accountability framework with the view to developing a strong working relationship with the GNWT on literacy issues.

Funding for Literacy and Adult Basic Education:
Problem: Across Canada and in the NWT, spending on higher rather than low level literacy programs is increasing in priority.

It is recommended that the NWT Literacy Council monitor spending trends within the NWT to ensure that access and support to low level literacy programs are maintained for all persons in need. It is further recommended that the NWT Literacy Council request that ECE and Aurora College publish annual reports detailing the target and performance of public literacy and ABE funding.

Funding Partnerships:

Problem: Declining funding priority for literacy and adult basic education programs have negatively impacted on partnerships, program accessibility, program options, program performance and community-based solutions.

It is recommended that the NWT Literacy Council formally request the GNWT to alter the public funding structure for literacy and ABE programs to enable communities and Aurora College to more effectively partner to address literacy and ABE needs.

It is recommended that a dedicated long-term literacy partnership fund be established to enable communities without base funding to plan and allocate resources for continuous and effective delivery of community-based literacy and adult basic education programs.
It is recommended that in the immediate term, the entire $ 650,000 fund committed by ECE to replace the Community Skills for Work Program, be made available to partnerships which demonstrate a commitment to and show evidence of increasing literacy levels.

Year to Year Funding:

Problem: Project funding for literacy limits: 1) long term and consistent delivery of programming in two-thirds of NWT communities, and 2) opportunities for students in the majority of NWT communities to develop higher level literacy skills.

It is recommended that multi-year funding arrangements replace year to year, project funding to create greater stability and certainty for literacy and adult basic education programs and students.

Funding Inequities:

Problem: Although base funding for College and Community Learning Centres has increased, campus and community-based adult basic education services may be eroded due to costs associated with staffing. Further, a very small Community Literacy Project fund is inadequate to effectively deliver community literacy programs.

It is recommended that there be no reduction in Aurora College campus or community literacy and adult basic education programming.

It is recommended that the NWT Literacy Council request that the GNWT review and subsequently increase public funding for adult basic education and community literacy projects to establish a more equitable and sustainable level of funding for these programs throughout the NWT.

Further, it is recommended that in the immediate term, base funding for literacy and adult basic education programs be adjusted to accommodate increased costs resulting from ACCESS programs, the inclusion of the Holman Community Learning Centre and the ratification of the collective agreement for Aurora College staff.

Results Based Funding:

Problem: The impacts of and ability to rationalize public funding are severely limited by the absence of an evaluation or accountability framework for literacy and adult basic education programs in the NWT.

It is recommended that the NWT Literacy Council request the GNWT to develop and implement with other program partners, an evaluation framework for literacy and adult basic education programs that supports best practices, student successes and public accountability.

It is recommended that a clear and consistent monitoring process be implemented by each literacy and adult basic education program to measure program performance.

It is recommended that annual monitoring reports be made available to the public.

Workplace Literacy Funding:

Problem: There are very limited supports for the development of workplace literacy in the NWT.

It is recommended that a workplace literacy fund be established to support needs assessments, project planning and pilot projects. For application to the fund, industry should demonstrate a commitment to share in the costs of needs assessment, planning and pilot projects and an ability to finance ongoing delivery of workplace literacy programs. Further, it is recommended that the multi-sector sub-Committee on workplace literacy administer the fund.

Student Funding:

Problem: Many adults including persons with disabilities are ineligible for financial and learner supports to enable them to pursue literacy and adult basic education.

It is recommended that the NWT Literacy Council work with representative organizations such as the NWT Council for Disabled Persons to petition the GNWT to modify the NWT Student Financial Assistance Program to extend these benefits to adults in need of assistance to pursue adult basic education.

It is recommended that the NWT Literacy Council request the GNWT to evaluate the NWT Study Grant for Students with Disabilities in year two of its implementation to ensure that adults with disabilities h ave e qual a ccess t o a nd a dequate s upport to succeed in literacy and adult basic education programs and services.

It is recommended that the NWT Literacy Council monitor the supports available to NWT students enrolled i n l iteracy and adult basic education programs to ensure that there is no cost to the individual student.

Accredited Programs and Institutions:

Problem: Labour Market Development Agreement (LMDA) funding must be applied to an accredited program or institution but the guidelines for accreditation are unclear, creating barriers for individuals and community groups offering literacy and basic education programming.

It is recommended that the NWT Literacy Council request the GNWT to clarify the guidelines respecting program and institutional accreditation with the view to eliminating barriers to individuals seeking literacy and adult basic education, and community groups offering these services.

It is recommended that use of the standard Adult Basic Education curriculum be adopted as the mechanism for establishing accreditation.

Further, it is recommended that the GNWT provide training to Aurora College and community-based adult basic education program instructors to ensure consistent and professional implementation of the standard Adult Basic Education curriculum.

Competition for Scarce Resources:
Problem: The environment for literacy and adult education program funds is competitive and not conducive to effective or efficient public spending.

It is recommended that the NWT Literacy Council advocate for the adoption throughout the NWT of collaborative and cooperative models for decision-making for literacy and adult basic education funding. Models in place in the Beaufort-Mackenzie Delta and Dogrib Regions provide good examples of collaboration and cooperation.

A Continuum of Literacy and Adult Basic Education:
Problem: While the research shows that a continuum of literacy and adult education programs is needed to address the very serious issue of literacy, few options are available to NWT persons in need.

It is recommended that a continuum of literacy and adult basic education options be developed that would have:

- **Family literacy funded as a component of early childhood programs,**
- **NWT schools implement literacy throughout the K to 12 curriculum, making literacy and numeracy acquisition a priority,**
- **English as a Second Language (ESL) programming funded and supported throughout the NWT,**
- **School to work literacy and essential skills programming available in NWT schools, and**
- **A variety of adult literacy, basic education and job-literacy skills programs available in each community in the NWT.**

It is recommended that this continuum of literacy and adult basic education programs be the centrepiece of the government component of a NWT-wide comprehensive literacy strategy.

Adult Basic Education and the College:
Problem: Community-based literacy and adult basic education programs are an important source of students for higher level access, certificate and post-secondary education programs offered by Aurora College campuses. There is low recognition of the pivotal role that community-based programs play in support of Aurora College.

It is recommended that the NWT Literacy Council request the GNWT and Aurora College to accord priority and support to the development of sustainable community-based literacy and adult basic education programs.

Aboriginal Language Literacy:
Problem: Aboriginal languages are in danger.

It is recommended that the NWT Literacy Council partner with Aboriginal language communities and the GNWT:

- **to ensure that the GNWT Aboriginal Language Strategy actively and visibly supports the maintenance and development of Aboriginal language fluency and literacy.**
- **to develop an awareness and promotional campaign that engages Aboriginal communities in developing fluency and literacy in all NWT official Aboriginal languages.**
- **to collect and assemble a comprehensive library of Aboriginal language resource materials.**
- **to seek additional resources to support the goals of Aboriginal language communities to assemble and publish language materials, train Aboriginal adult literacy instructors, and design and deliver literacy programs.**

Family Literacy:
Problem: While early childhood programs with family literacy components are having a positive impact on breaking the cycle of illiteracy and high risk behaviours, there is no dedicated funding to family literacy programs.

It is recommended that the NWT Literacy Council lobby the GNWT to recognize and strengthen the role of literacy in early childhood development programs. Further, it is recommended that a family literacy component be funded as part of the integrated early childhood action plan that includes the current Healthy Children Initiative, currently under development by GNWT H&SS and ECE.

Health
Problem: A substantial body of information draws direct linkages between literacy and health status but these linkages are not evident in the NWT.

It is recommended that the NWT Literacy Council formally request GNWT Health and Social Services and regional H&SS Boards to address literacy in health promotion campaigns, orientation and professional development programs for community-based staff, and in policy and program initiatives.

Workplace Literacy:
Problem: Literacy needs in the workplace are not well recognized.

It is recommended that the GNWT make a commitment to literacy as a fundamental component of labour market development. This commitment should be expressed through:

- **the provision of funding for a co-ordinator position to undertake the groundwork to develop and maintain a multi-sector Steering Committee on Literacy which involves industry.**
- **ongoing support and commitment to the work of a multi-sector Steering Committee on Literacy.**

The Justice System:

Problem: Low literacy is a significant factor in incarceration and recidivism rates in the NWT.

It is recommended that the NWT Literacy Council petition GNWT Justice to:

- **include literacy testing as a component of its new information management system.**
- **adjust programming within NWT correctional facilities to recognize and address literacy issues and enhance rehabilitative efforts.**
- **work in partnership to support inmates released into the community to enter into literacy and adult education programs.**
- **promote literacy and adult education throughout the justice system to improve citizen participation and expression of rights.**

Clear Language:
Problem: Access to programs and services by persons with low literacy is impacted by the language used in legislation, program guidelines and promotions.

It is recommended that the NWT Literacy Council formally request GNWT Departments and agencies, the Government of Canada and Aboriginal governments to adopt a clear language approach to the production of program and services materials.

Quality of Services:
Problem: The effectiveness and efficiency of public services may be compromised by low literacy in the workplace.

It is recommended that the NWT Literacy Council advocate for workplace literacy in all public environments to ensure that NWT residents are treated equitably and fairly, and public servants are not compromised in their ability to discharge their responsibilities.

MENTAL HEALTH SERVICES IN YELLOWKNIFE
A Report Prepared For the Yellowknife Mental Health Planning Group
by John H. Hylton, April 1998

1. That the YMHPG support the recommendations in the Med-Emerg draft strategic plan that the GNWT Department of Health and social Services undertake the development of a comprehensive health and social service information system.

2. That the YMHPG make representations to the GNWT Department of Health and Social Services to ensure that if any information system is developed, that special attention is focused on the need to capture information related to mental health needs and the provision of mental health services.

3. That the YMHPG urge the GNWT Department of Health and Social Services to undertake a comprehensive assessment of the mental health service needs of adults, children and youth in the NWT.

4. That the members of the YMHPG cooperate with one another to develop a common intake and tracking system that will allow for the capture of basic information (the number of clients served, where they are from, their service needs, the services provided, etc.), and work to overcome obstacles that prevent appropriate sharing of information among agencies.

5. That the YMHPG request the GNWT Department of Health and social Services, with the full involvement of key stakeholders and users of services, to develop a mental health policy and plan for the NWT. This sound set out the vision, mission, values, directions and priorities for mental health services in the NWT, both with regard to adult services and services for children and youth.

6. That the YMHPG request the GNWT Department of Health and social Services to establish a senior position responsible for mental health policy and program development in the NWT.

7. That the YMHPG request the GNWT Department of Health and Social Services to establish a Deputy Minister's mental Health Advisory Committee.

8. That the service system in Yellowknife be reformed so that:

    1. there is a significant reduction in the number of separate organizations;
    2. there is more differentiation among organizations;
    3. the costs of infrastructure are reduced;
    4. cooperation and sharing of resources among organizations is promoted;
    5. resources are available to provide more breadth and dept of services;
    6. resources are made available to fund services outside the formal mental health system, including consumer and family initiatives; and
    7. remaining organizations are encouraged to plan and coordinate services through confirmation of mandates and the provision of multi-year funding.

9. That the YMHPG recommend to the Stanton Regional Health Board, Yellowknife Health and Social Services, and any other appropriate authorities, that a single program management structure for mental health and addiction services for both adults and youth be adopted in Yellowknife;

10. That the YMHPG recommend to the Stanton Regional Health Board, Yellowknife Health and Social Services, and any other appropriate authorities, that the development of a program management structure not wait until questions about the larger governance structure for health and social services in Yellowknife are determined but, rather, that this system be implemented as soon as practicable.

11. That the YMHPG recommend to the Stanton Regional Health Board, Yellowknife Health and Social Services, and any other appropriate authorities, that a Director of Mental Health Services for the mental health system in Yellowknife be recruited. The recruit and selection should involved key stakeholders; and

12. That reporting options for the Director of Mental Health Services be reviewed by YMHPG, and that a recommended be forwarded to the Stanton Regional Health Board, Yellowknife Health and Social Services, and any other appropriate authorities, as soon as possible.

13. That the YMHPG recommend to the GNWT Department of Health and Social Services that it establish an individualized service fund to support the provision of specialized mental health services for high needs cases, and consult with mental health stakeholders in establishing the criteria and decision making processes associated with the use of this fund.

14. That the YMHPG request the NWT Health Care Association to play a leadership role in helping health and mental health stakeholders to define the respective roles and responsibilities of mental health agencies in Yellowknife and at the community level.

15. The YMHPG urge the GNWT Department of Health and Social Services to strike a task force to examine the implications of Division for the provision of mental health services in the NWT, and that this task force be made up of key stakeholders from the Eastern and Western Arctic.

16. That the YMHPG undertake a "partnership opportunities" study to explore avenues of financial and other support for improving mental health services in Yellowknife.

17. That the YMHPG, with the involvement of other stakeholders as required, undertake a review of both crisis services and information-referral services in Yellowknife in order to assess:
    1. the current services that are being provided;
    2. the agencies currently involved;
    3. service needs; and
    4. how currently available resources could be better utilized to provide a more comprehensive and effective service.

18. That the YMHPG make representations to the Department of Education, Culture and Employment to highlight the urgent need to provide emergency financial aid to children and families in the City of Yellowknife and, furthermore, that the YMHPG ask the department to review their current income support policies and procedures with the goal of developing a more appropriate approach to providing financial aid to persons with long-term disabilities.

19. That the YMHPG, with other stakeholders as required, undertake the further development of case management. In particular, YMHPG should work towards:
    1. "buy-in" form all key stakeholders;
    2. ensuring all complex cases have a designated case manager;
    3. ensuring that case management is assertive and proactive, not passive;
    4. ensuring case managers have an explicit job description and receive training and support as required;
    5. further specification of the roles, links and processes as between case management, assessment and treatment planning, and service delivery; and
    6. moving case management "down in the system" so that it involves the front line staff who are responsible for coordinating services.

20. That the YMHPG examine the feasibility of establishing a central assessment and service planning capacity for complex cases that would:

    1. be available to all agencies;
    2. draw on existing agency expertise;
    3. coordinate the use of any outside experts that may be required; and
    4. "feed-I" to the case management process.

21. That with respect to specific gaps in services (for example, those identified in the areas of housing, psychiatric rehabilitation, child and youth services, services for victims and perpetrators of violence, forensic mental health services, etc.), that the YMHPG, along with other stakeholders as required;

    1. develop criteria for prioritizing service needs;
    2. develop a prioritized list of service needs based on these criteria;
    3. decide which agency(ies) should be responsible for program development in these priority areas;
    4. undertake detailed analyses of program options and associated costs and benefits; and
    5. prepare and submit funding proposals reflective of the group consensus.

22. That the YMHPG urge the GNWT and other funders to fund only new initiatives that have been prioritized and developed in the manner described above.

23. That in developing its priorities, that the YMHPG give due consideration to alternatives for formal treatment services, including consumer and family initiatives, early intervention and prevention initiatives, and health promotion and public education initiatives.

24. That the YMHPG support new models of service delivery, based on holistic concepts of health and wellbeing, that promote a multidisciplinary, integrative, mutli-service approach to the delivery of a variety of community health services, including mental health services.

25. That the YMHPG support the recommendations in the GNWT Department of Health and Social Service Draft Strategic Plan (Med-Emerg, 1997) for integrating health and social services at the community level, and that the YMHPG request that a full compliment of primary mental health services be incorporated into this service delivery model.

26. That the YMHPG request the GNWT Department of Health and Social Services to examine the implications of integrating mental health services into a health and social services delivery model. This examination of implications should include a service standards, staff training and support, networking and communications opportunities for care providers, the provision of appropriate backup and consultation services to front line staff, and other issues; and

27. That the YMHPG, along with other key health and mental health stakeholders, examine options for coordinating primary health and mental health services in Yellowknife. This should include exploring the development of one or more multi-service community health service centres that would provide coordinated community health services along the lines of the community wellness centre proposed by the City of Yellowknife. Particular attention should also be paid to partnerships involving other sectors, and to strategies that target high risk children and families.

28. That the YMHPG recommend to the GNWT Department of Health and Social Services that it work with the NWT Health Care Association and other key stakeholders to develop a mental health human resources plan for the NWT.

29. That the YMHPG identify human resources needs for the next 1-3 years and devise a joint recruitment and retention strategy that targets the most urgently needed resources.

30. That the YMHPG host a regular monthly inter-agency forum for front line staff and agency administrators to provide networking and professional development opportunities.

31. That professional associations active in the NWT, especially those in the mental health field, redouble their efforts to provide professional development opportunities for their members and others involved in mental health services.

32. That the YMHPG urge Aurora College to develop a program similar to the Northern Human Service Worker/BSW program at Yukon College, and that the College establish a curriculum advisory committee made up of key stakeholders from the mental health field to assist with the development and implementation of this program.

33. That the YMHPG request the GNWT to address the obstacles currently standing in the way of the full professional status for psychiatric nurses who wish to practice in the North.

34. That the YMHPG support Aboriginal organizations and governments in developing more mental health services for Aboriginal people and that priority be given to services in the areas of addictions, prevent, healing, and child and youth services.

35. That the YMHPG urge the GNWT to make a substantial and ongoing commitment to Aboriginal human resources development in mental helath services through a multifaceted Aboriginal human resources development plan. At a minimum, the plan should consist of:

    1. the development of a comprehensive plan with specific goals and targets;
    2. the allocation of resources to Aboriginal students (perhaps through a program like Health Canada's Indian and Inuit Health Careers Program);
    3. the allocation of resources to post-secondary educational institutions willing to assist in developing specialized programs or supports;
    4. the allocation of resources for continuing professional development; and
    5. the allocation of funds for training at the community level to provide opportunities for professional, para-professional, and pre-professional training, and to increase educational opportunities for the public at larger.

36. That the YMHPG offer its support and cooperation in developing and implementing and Aboriginal human resources development plan.

37. The members of YMHPG examine what support they can provide to Aboriginal organizations and governments to assist them in developing metal health services for Aboriginal people.

38. That the member agencies of the YMHPG, and other mental health agencies involved in providing services to Aboriginal people in Yellowknife, develop and implement an action plan to improve the effectiveness of the services they provide to Aboriginal people.

39. That additional efforts be made by YMHPG to increase the participation of Aboriginal organizations and governments in the work of YMHPG.

PARTICIPATORY MODELS OF GOVERNMENT FOR NWT WOMEN.
Prepared by Status of Women Council and Native Women's Association, August 1993

Principle #5: A constitution for the new western territory should make particular reference to an individual's right to freedom from violence.
Principle #6: The new constitution should incorporate a strong social charter with both enforceable and non-enforceable elements

Principle #7: The governing systems must include special mechanisms to ensure that government decision-making rests as closely as possible with those governed; people and communities should have control over those matters which affect them exclusively and they should have input in and influence over those decisions which affect them as well as others. It should also include ways to remove and eliminate barriers to women's full participation in government.

There should also be:

- 50% representation of women on government-appointed boards and agencies
- programs to promote and develop women's leadership skills
- programs aimed at removing the barriers to women's participation in politics, i.e. assistance with childcare
- an understanding that women's increased representation in cabinet will be at least as important as balancing all other considerations in cabinet appointments. (p. 17)

PRESENTATION TO LEGISLATIVE ASSEMBLY STANDING COMMITTEE ON SOCIAL PROGRAMS.
Prepared by the NWT Child Sexual Abuse Coalition, November 10, 1998

(N.B. Presentation Was Posponed By Standing Committee Until February 1999 And Then Cancelled By Them, Due To Overload Re. Division. Coalition Ceased Operating Post Division And For Lack Of Funds)

RECOMMENDATIONS ON:

How To Address Child Sexual Abuse In The Western NWT And Nunavut:

1. Training - A Multi-pronged Approach

1.1 Invest in Training

- Government, in cooperation with health & social services boards, should invest in training local workers in the area of child sexual abuse, trauma recovery and healing, to support community healing for children and adult survivors. Trained community caregivers are needed for the development of healthy families and communities.
- For community agencies it is difficult to find well-trained local caregivers and keep them. We will keep having to hire expertise from the south unless government invests more in training.

1.2 Community-based Training

- Training must come to the community and stay behind to assist each community in healing. The training of people in each community will help the development of people and information resources that can be shared with other communities in the north. The training must also be accessible for unilingual Aboriginal language speakers.
- Child sexual abuse is a problem for all the communities. Each community needs to gather together everyone working or interested in dealing with child sexual abuse and develop a strategy to address this problem. Each community could then decide on what kind of training they wish to have. As part of this process, a natural sharing of information and training can be developed.
- The work that has been done through the Mianiqsijit project in Baker Lake, the Cape Dorset Community Healing Team and in Inuvik to support Grollier Hall Residential School survivors, can be used to help other communities understand different pieces of the same puzzle. This will help promote the development of northern resources.

1.3 In-service Training

- In-service training on prevention and healing from child sexual abuse is needed for current community caregivers. This training should be modular and take place over an extended period of time. The training on child sexual abuse provided to some NWT workers by the Nicola Valley

Institute in 1989 was a good model; it was done in modules over an 18-month period and included self-care and personal issues.

- Government in-service training should be opened up to other community caregivers. For example, currently the GNWT has been doing in-service training for its own social services workers on child protection and the new *Child and Family Services Act*. However, the government has not opened up this training to include other key frontline workers, such as shelter workers, addictions workers, community family violence counsellors, victims services workers, volunteer caregivers, family support workers, or daycare workers. All of these caregivers have a vital role to play in dealing with child sexual abuse and other forms of child abuse in our communities, but their own organizations have little or no training money.

1.4 College-based Training

- A specialized training program for child sexual abuse workers should be offered as a certificate program through the northern Colleges for students who are already experienced counsellors.
- Training on child sexual abuse should also be part of all human service College-based training programs such as addictions counsellor training, social services workers training, the northern nursing program and early childhood education training. Child sexual abuse is touched on in existing programs but it is not enough to provide caregivers with the needed skills to assist individuals who disclose or who are recovering from trauma and abuse.

1.5 Support for Caregivers

- Care for caregivers must be an important part of all training and during everyday work - this is heavy, stressful work and caregivers need opportunities to debrief and be supported.
- A child sexual abuse information clearinghouse for the NWT and Nunavut must be developed. It would provide easy access to information, resources and contact with resource people, to support the work of community caregivers in all the communities.
- The clearinghouse will need to keep current on who and what costs there will be in delivering training for each community. This will also require the development of basic standards and a code of ethics to be used by those who offer training.

2. Community Awareness

- The first goal of community awareness activities is to overcome the denial that child sexual abuse happens in the community. Because of the denial, children who disclose may not be believed by the parents or caregivers of the child or by the frontline workers in the community. It takes a lot of courage for a child or adult survivor to disclose, or for another person to actively help and support them. Community denial makes this even more difficult.
- Another important goal of community awareness is to deal with the community's resistance to holding the offender responsible for his or her behaviour. There are no acceptable excuses or explanations for sexually assaulting a child. The offender is responsible and accountable, not the child.
- Community awareness is part of the healing process. It creates a community climate where there will be more support for child sexual abuse victims and survivors
- Through awareness activities the community is more likely to accept that the child must have priority in receiving assistance. Without the community awareness, the offender's needs are usually given priority and the child gets lost in the system and is once again victimized. The child feels they are less important than the adult. The child's needs may never be addressed and the cycle of abuse continues.
- Community awareness is essential in order to prevent child sexual abuse. Children in the community will become more aware and understand the differences between good and bad touching. They will know when they need help and will be more likely to seek help and know where to go. Parents and other community members will become more aware of what child sexual abuse is and how to keep children safe.

3. Treatment and Healing

3.1 Treatment Programs

- It is important to recognize that child sexual abuse often occurs along with other abuses - physical, mental, emotional and spiritual abuse. Healing from child sexual abuse is a life-long process, so treatment needs to be long-term and there should be follow-up in the home community.
- Treatment and healing programs for child sexual abuse victims and their families are needed. Such programs should include on the land components. Some treatment will need to have a residential component, if there are major safety concerns for the survivor.
- There is a lack of support or treatment for youth who disclose child sexual abuse.
- At the present time some adult survivors and youth are sent to addictions treatment but their needs for trauma recovery and healing from child sexual abuse are not being met by addictions programs.
- Gender specific programs are also needed, so that girls/women can feel safe to talk about the abuse. There is growing recognition that women and men may need different counselling approaches.

3.2 Community-based Treatment and Healing

- There must be an integrated community response to dealing with child sexual abuse in each community. There are confidentiality issues which need to be resolved. A healing and trauma recovery training program delivered on a modular basis to community caregivers would ensure there is ongoing aftercare and support for the healing process in each community.
- Currently Mianiqsijit is the only community-based treatment program in the NWT. It has local workers who use Inuit language and culture. In addition to individual and group counselling, Mianiqsijit does a lot of public education in the schools and the community concerning child sexual abuse. It is cost-effective, yet Mianiqsijit has to struggle each year to maintain its funding.

4. Longer-term, Consistent Funding for Community-based Services

- Stable and longer-term funding is needed for community-based, non-government programs that address family and sexual abuse issues. Three-year funding, rather than one year at a time, would enable programs to plan for staff and program development over the long-term. Unstable funding makes it difficult to keep good staff.
- These community-based services are the most important support for community people but every year the services have to beg for funding.

5. Specific actions that MLAs can take to address child sexual abuse:

1. Direct government to involve non-government organizations in planning a prevention and healing strategy regarding child sexual abuse. NGOs have knowledge and expertise to share.
2. Direct government, in consultation with health boards and NGOs, to fund a major training initiative on child sexual abuse, trauma recovery and healing for children and adults, prevention and community awareness. The training should take the following forms (see pages 5-6):
   - community-based training
   - modular in-service training - available to all community caregivers
   - a specialized/advanced program delivered by the northern Colleges
   - increased inclusion of child sexual abuse training in all current human services training programs.
3. Direct government to increase funding for community-based treatment and healing programs, and provide longer term funding (up to three years at a time).
4. Direct government to support the development of one or more child sexual abuse treatment and healing centres in each new territory.
5. Speak out personally about prevention of child sexual abuse and help promote information and awareness in the communities you represent.
6. Direct government to recognize the work of the Child Sexual Abuse Coalition and to provide financial support for:

- the continued development of the information clearinghouse on child sexual abuse as a key support to community caregivers
- two more Coalition newsletters in 1998-99, as an important tool for community awareness
- communication and staff support to enable the Coalition to continue its work up to April 1, 1999.

PRESENTATION TO MINISTER'S FORUM ON HEALTH AND SOCIAL SERVICES
Prepared by Status of Women Council, September 15, 1999

The path towards achieving healthy communities includes:

- healing opportunities for the many survivors of different forms of abuse and for offenders
- aftercare and ongoing support for those who have begun the healing process
- safety, support and counselling for current victims of abuse
- family support
- programs for children and youth that provide opportunities for self-expression, self-esteem, and problem solving
- knowledge of our cultures, traditions and languages
- a health and social services system that can respond to both the crisis and long-term needs of the population. This system includes many community-based non-government groups and volunteers.
- a continuum of care rather than the current patchwork of programs that exists in many cases
- opportunities for personal and community development
- prevention and early intervention.
- Community-based organizations need to be involved in decision-making in the health and social services field at all levels. Their expertise should be recognized and respected.
- To promote strong relationships between government, boards, and communities, open up decision-making to involve community groups, make training available to non-board caregivers also, and encourage exchanges such as secondments and mentoring between the boards' frontline workers and other caregivers or volunteers of community groups.
- Develop an action plan and clear policies to implement zero tolerance of violence. This must also apply to how clients relate to front-line workers; workers need to be protected from abuse just as clients do.
- Provide increased training opportunities to frontline workers. This training should also be opened up to the non-board frontline workers and volunteer caregivers in the community. They are all serving the community's needs and all deserve to have the same opportunities for training. This will also encourage closer working relationships between community caregivers.
- Provide self-care opportunities for frontline workers, and extend this equally to community caregivers who are not direct employees of the boards, and to those who volunteer their time as counselors and leaders of support groups.
- The boards should consult with their social workers and their communities to develop a new focus for the social worker position. Social workers should work more in the areas of family counselling; developing support groups; trauma recovery and healing; and facilitating community action around wellness along with other caregivers.
- A more stable funding base is needed, for example, for pre-natal programs, early childhood intervention programs, and family support programs. Community-based healing programs and follow-up/aftercare are needed. The more we invest in prevention, early intervention and support at the community level, the less we will spend on expensive institutional care or treatment and travel.
- More treatment and healing needs to be offered on the land. We also recommend that the results of on the land programs be tracked for evaluation purposes.
- We strongly recommend that community caregivers receive training in trauma recovery and healing, with backup support from skilled regional resource people, so that they will be better able to work with survivors of abuse. Community caregivers should first have the opportunity to do their own healing and self-care... If we can reduce the level of mental health issues, we will also reduce our health care costs.

PRESENTATION TO REVIEW PANEL REGARDING NWT WORKERS' COMPENSATION ACT AND SAFETY ACT
Coalition for Harassment-Free Workplaces, May 2001

p.6:

- In summary, we would like to again impress upon the Review Panel, the seriousness of workplace harassment and its very debilitating effects on NWT workers. We therefore urge you to recommend that **workplace harassment be included under the *Safety Act* as a workplace health and safety issue, with the accompanying obligations on the employer to ensure workplace harassment is prevented and workplace harassment related illness does not occur**. We also urge you to **include workplace harassment illness in the *Workers' Compensation Act* as a criteria-based impairment and compensable condition**.

PRESENTATION TO STANDING COMMITTEE ON SOCIAL PROGRAMS REGARDING WORKPLACE HARASSMENT
Coalition for Harassment-Free Workplaces, January 2001

Excerpt:

- The complaints process must be easy for victims to access. The complaint process needs to be informal, focused on the complainant and not approached in a formal, legalistic way
- Workers, employers and the public need to be educated about workplace harassment.
- There needs to be someone monitoring what employers are doing to prevent harassment in their workplace and to foster emotional healthy, safe environments.
- There needs to be user-friendly advocacy and support for victims of harassment to make the complaint process easier for those who need it. An **advocate** is a critical position which needs to be mandated in the legislation to remove it from political whim.
- We have identified 3 possible legislative ways to approach eliminating workplace harassment:
  - Workplace harassment could be specifically mentioned (in the new Human Rights Act) and an advocate and an educator provided for.
  - It might be possible to add workplace harassment to the Labour Standards Act.
  - It may be best to create new stand alone legislation regarding labour relations which deals with workplace harassment.

PROPOSED BHP DIAMOND MINE: SOCIO-ECONOMIC IMPACTS ON WOMEN.
Prepared by Status of Women Council, February 1, 1996.

In light of comments by community women and our analysis of the BHP project as described in the EIS and Additional Information Responses, the Status of Women Council recommends that:

1. There be no approval of the BHP project without the following conditions having been met:

   1.1. IBA Agreements have been negotiated and signed between the company and the Dogrib Treaty 11, Treaty 8, Kitikmeot Inuit and the Metis.
   1.2. Clear mechanisms have been developed collaboratively with communities for the assessment, mitigation and monitoring of social impacts.
   1.3. A clear plan has been worked out for communications and working relationships concerning the project, with each community, for the life of the project.

1.4. A detailed strategy for encouraging the training and employment of women is put forward by the company.
1.5. BHP commits to making the EAP available to family members of workers.
1.6. BHP develops a collaborative process with the GNWT and communities to support and increase the frontline counselling and support services in the communities.
1.7. Full information is presented regarding health implications of any security X-ray screening for women of child-bearing age, and risk levels are shown to be within acceptable limits.

2. BHP be required to state how long and with what level of resources the company is committed to continuing the Community Mobilization process. Given that at the present time the CM program appears to be the only mitigation measure to address negative social impacts on families and communities, the length of commitment is extremely important.

3. All future environmental assessment review guidelines include an obligation to consider the perspectives of women and apply a gender analysis to all aspects of projects, impact assessment, mitigation, and monitoring. The participation and input of women in this review of the BHP project has demonstrated the depth of concern and interest women have regarding development projects.

4. This review and future environmental assessment reviews place more importance on social impacts within the socio-economic environment sections of the review. The social costs of not dealing with this area properly may be large and lasting.

5. Development not proceed until Aboriginal land claims are settled. Women expressed many concerns around impacts on the land, water and wildlife. The land is the foundation of the culture and well-being of people in the Aboriginal communities. It is essential that Aboriginal peoples have control over what happens on the land.

REPORT OF CHILD SEXUAL ABUSE COALITION PLANNING MEETING
May 31-June 1, 1997
Prepared by Status of Women Council

The meeting participants looked at what the needs are in order to provide support to communities' efforts to deal with child sexual abuse and the development of preventions/support programs:

- funding for teams to travel to the communities to talk abut sexual abuse
- setting of goals for a working group within the Coalition to focus on work within the communities, i.e. training, communications, listening and self-care
- improve the justice system
- a strong, united voice through the Coalition
- community based recovery programs
- community based training for justice committees, teachers and other community resources
- healing support groups
- adoption of the community wellness model by the Coalition which addresses the four issues of: prevention, healing and treatment; education and training; inter agency collaboration; empowerment (community drive)
- education of parents, social services workers, nurses, RCMP

RESPONSE TO TOWARDS A STRATEGY TO 2010
Status of Women Council, July 1994

Excerpts:

- Ways must be found to support those students between 16 and 19 who do not attend school but would be willing to attend upgrading at their community learning centre or an alternative program specifically designed for their age group. (p.2)
- (Re. the cultural foundation) the Strategy should include supporting the traditional fine sewn work of Aboriginal women...currently this work is only seen in terms of its economic viability...the traditional patterns, designs and skills are, however, a very important expression of the cultures of women in the NWT. (p. 3)
- (Re. childcare) a small capital funding program (two buildings per year) is needed to assist communities that are at an impasse because there are no suitable buildings for a daycare.
- With support, existing daycare centres could become community parenting resources offering such services as toy lending libraries, information, and workshops. (p.4)
- (Re. schools) there needs to be a strong commitment in the Strategy to promotion of non-violent conflict resolution skills in schools. (p.6)
- There is also a need...to promote a learning environment free of violence or harassment. There should be curriculum developed to address sexism and sexual harassment.
- (Re. school leavers) there must be strategy to develop alternative education programs for students under 19 (who drop out of the mainstream system)...need to be financially supported through boards of education...and should include counselling, life skills, and work experience. (p. 7)
- (Re. math & science) develop innovative ways to encourage girls and young women into non-traditional trades: for example, co-operative programs, school-based pre-trades orientation course, role models, career counselling that focuses on these areas for girls (p.7)
- (re. adult learning)...include women in trades training and apprenticeships as a priority.
- (re. childcare parent subsidies) ...more low-income working families should be able to access the subsidy...we need to change the present situation where a single parent with several young children and a low-paying job cannot afford to work because they are paying so much for daycare but do not qualify for the subsidy; they may then have to quit work and go on social assistance. (p.8).

RESPONSE TO WORKING TOGETHER: AFFIRMATIVE ACTION POLICY REVIEW 1994/95
Prepared by Status of Women Council, September 1995

Recommendations:

2.1 **Develop attainable goals** rather than unrealistic quotas regarding numbers and percentages for target groups. Clearly a fully representative public service is a very long-term goal. Shorter-term goals need to be elaborated, based on solid research on the numbers of Aboriginal students completing certain criteria each year (e.g. grade 10), their career interests, etc.

Very clear objectives re. retention of target groups need to be developed, based on research and strategic thinking.

For increasing women in management, shorter-term objectives also need to be elaborated, based on solid research on the number of women in pre-management positions, their skills and interests, and the kind of career development training and education that would be required for them to qualify for management positions.

2.2 **Research hiring and retention levels for each target group** to provide better information on where the problems lie. It is conceivable, for example, that retention is an issue for Aboriginal employees but hiring is more the issue for women in management - two completely different problems which will require very different measures to address them.

2.3 **Carry out public and workplace education** regarding historic disadvantages experienced by some groups, and promoting a fair and equitable workplace. In the workplace this could be done through workshops and personal accounts by people who have experienced historic and systemic disadvantage.

2.4 **Develop specific policies and programs/workshops on sexual and racial harassment** - what it is, how it impacts on the individual, how to deal with it. This is extremely important to help overcome the very real discrimination experienced by many women and Aboriginal people.

2.5 **Work in partnership with non-government groups and Aboriginal organizations to identify optimum training and support programs** to enable individuals from target groups to access and especially to stay in GNWT positions.

2.6 **Re-instate an advisory committee to the Policy**, to provide ongoing consultation and input on the Policy and its implementation.

2.7 **Accept jurisdiction of the *Canadian Human Rights Act* and develop an NWT Human Rights Act**. There need to be very clear and effective mechanisms for assisting people experiencing harassment or discrimination on the job.

2.8 **Establish an Employment Equity Directorate** with a mandate and profile to promote and implement the Policy, rather than having this split between three departments as is now the case.

2.9 Recognize in the Policy a responsibility by **Regional Directors and Regional Superintendents** to promote employment equity within the region and set up mechanisms (in partnership with NGOs) to do this within the regions.

2.10 **Provide support, counselling, career planning and training** (in-service, upgrading, purchased training) that will meet the needs of the individual, based on a **detailed individual assessment and plan** for each target group employee.

2.11 **Support should take many forms**, such as networks, mentoring, small group discussion or workshops. This would be very useful, for example, for retention of women in management.

2.12 **Bridging programs for women** in lower level or pre-management positions with an interest and potential for management. Work will need to be done to identify those pre-management positions and women who are interested in management, and an individualized program of training, experience and support developed for each woman who meets the criteria for the bridging program.

2.13 **Extend the policy to women applying on positions identified as pre-management.** This will enable more women to get the necessary experience to qualify them to apply for management positions.

2.14 **Modify the policy so that individuals who belong to more than one target group can declare themselves under more than one category** when applying for a job. It is clear, for example, that an Aboriginal woman applying for a management position is doubly disadvantaged. Basic justice and plain common sense requires that she have more consideration under the policy than an Aboriginal male or a non-Aboriginal female.

An Employment Equity policy and comprehensive program is one key component of a broad strategy to address disadvantage and systemic discrimination. Other necessary components are strong NWT human rights legislation, effective policies and programs to protect against harassment and discrimination, public and workplace education to promote a fair and respectful workplace, and continuing progress in the education system.

REVIEW OF DIAVIK DIAMONDS PROJECT SOCIO-ECONOMIC ENVIRONMENTAL EFFECTS REPORT: IMPACTS ON WOMEN AND FAMILIES.
Prepared by Status of Women Council, March 5, 1999

Important Issues to Report On

When women were asked in community consultations (1998-99) what were the most important issues for Status of Women to report on to DIAND, the following points were brought up or reiterated:

- Respect for the environment and the land is of major importance to women.
- There need to be more training and upgrading opportunities for women and community members, on-site and in the local community.
- Training in the communities should include non-traditional mine-related occupations for women, computer training, management and office work, money management, environmental work, small business management, parenting and related family/life skills.
- BHP and Diavik need to develop long term training options for women in their mine projects. There needs to be a graduate incentive program to encourage young women to work in non-traditional occupations in mining.
- Women must be paid for equal work and have opportunities to access higher-paying jobs. They do not all want to be only chambermaids or cooks' helpers. These only pay low wages, sometimes not enough to support the family.
- The mines need to do exit interviews to find out why people are quitting their jobs.
- The mines need to have better policies and methods to protect women employees from harassment.
- Daycare services are needed in the communities so women can access training and mine employment; the mines should help support daycare financially.
- There must be direct prepaid flights to and from the home community to the mine.
- Employees feel isolated at the mine site. There must be free telephone at the site for calling home to speak with family.
- Banking needs to be available for direct deposit service for employee paycheques.
- BHP and Diavik need to support social programming in the community to address current and future negative social impacts. The mines must help support local frontline services that provide counseling, and the RCMP require more assistance for drug enforcement activities in the communities.
- There must be more healing options for families to work together on problems directly related to mine employment. A family support program is needed.
- The two-week rotation is hard on families. The mines should consider alternative shift schedules.
- The companies need to enforce adherence to mine policies by their contractors, and there needs to be some way to monitor whether mine policies are being followed by contractors.

SEXUAL ASSAULT KIT: STRATEGY FOR CHANGE
Prepared by K'alemi Consulting, June 1995

Recommendations:

Education

1. There need to be a variety of educational efforts.
2. Those in a position to work with survivors of sexual assault need an opportunity to learn more about the victim's feelings and needs.

3. Furthermore, caregivers, police, legal personnel and family members need to understand how *they* are affected by their involvement with this crime and with those who have suffered through it.
4. Monies need to be available at the community level for concerned and aware groups to educate locally. Each community needs to begin the process of creating an atmosphere where these crimes are understood, and, not tolerated. Community education might include: public awareness sessions; treatment for offenders; self-help groups; school programs; educational seminars for community leaders; women's action groups etc. It is especially important for leaders, elected officials and elders to embrace a stance of non-violence.
5. It will be important to work with the Community Wellness Team within the Department of Health and Social Services in terms of planning community educational efforts.
6. Part of this educational effort needs to be in helping all groups understand the connections between extreme suicide and addiction rates, and, sexual and other forms of assault.
7. Community people who can help with this educational approach are: Victims Services workers; family violence workers; alcohol and drug workers; nurses; CHRs; social workers; legal professionals and para-professionals; police. Interagency co-operation is most important.
8. Also, in terms of education, the current sexual assault handbook (included in the kit) needs to be redone to better reflect the feelings and needs of the victim as a person.
9. Videos, and other educational tools, need to portray women as something other than passive victims who 'own' the problem of sexual assault themselves. All educational tools need to take a 'political' stance in naming sexual assault as a male means of controlling *all* women and girls ... not just those assaulted. In terms of the kit itself, it would be wise to give both medical and policing personnel more information on the uses of each item to be collected and on the victim's rights in regard to going through the kit.
10. Training around the use of the kit should include information on the agreed protocol to be used for: offering support to the victim; consenting to the kit; informing the police if applicable; informing Social Services if applicable; taking an assault history. It would be wise to have some input at this stage into the protocols contained in the new kit.

Protocols

1. While many of the systems (medical, social services, legal) work very well on their own, there is a need to co-ordinate these services more fully in terms of dealing with sexual assault, and other forms of violence against women.
2. A good start would be to share roles and responsibilities with each other so there is some clarity for all concerned ... including the victim.
3. Furthermore, it would appear that several new protocols could be considered. These might be: the development of a sexual assault team at the larger hospitals; the creation of community teams so that the nurse and/or the police have some support; training hospital nurses to do the kit so that there is not such a long wait for doctors; training community family violence workers and alcohol and drug workers for counselling if there are no local resources; developing a protocol (in both the medical and legal systems) or follow-up with the victim, whether she lives in a smaller community or a larger centre; clarifying and solidifying the relationship between medical facilities and the Child Welfare system; developing alternative sentencing for offenders that includes treatment; creating support systems for police, medical personnel and counsellors who work in this area.

SUBMISSION REGARDING PROPOSED HUMAN RIGHTS ACT
Status of Women Council, March 2001

Recommendations:

1. The Department of Justice should consider adding gender identity and political belief as prohibited grounds of discrimination.
2. In addition to sexual orientation and social condition, language and criminal conviction or charge should be added as prohibited grounds of discrimination. In the latter case there should be a qualifier that the criminal conviction not be relevant to the employment or service being sought.

3. Domestic workers should be fully covered by the proposed Act, rather than just with respect to harassment.
4. The Act should adopt the standard of pay equity, and this should be applied to all disadvantaged groups identified through the prohibited grounds of discrimination.
5. The Section on harassment should be expanded to include a general statement that sets a standard of harassment-free workplaces, including the prohibition of personal harassment.
6. A Section should be added to provide for regulations that set out how the standard of harassment-free workplaces will be met and provide for education and monitoring for compliance, by designated Commission staff.
7. A Section should be included to protect complainants, who have been vindicated under the Act, from harassment through civil suits brought forward by the offender.
8. 50% of the Commission members should be women, and every effort should be made to have regional representation on the Commission.
9. All Commission members, staff and adjudicators should receive cross-cultural, gender, and other relevant awareness training.
10. There should not be a requirement that the Director, Deputy Directors and adjudicators be lawyers.
11. The legislation and regulations should include a clear direction to provide an accessible complaints process.
12. The mandate of the Commission should include the development of standards for promotion and education about human rights, and the mandate to monitor compliance with these standards.
13. The mandate of the Commission should include the provision of arms-length advocacy to support complainants.
14. The Commission should have a community grants program to encourage community-based projects on public awareness and education about human rights.
15. All Commission members, rather than just the Director, should be involved in designing the complaints process and other procedures.
16. The Commission should develop principles and guidelines to ensure an accessible adjudication process.
17. Section 53(2), regarding ordering a party to pay the other party's costs where the former is considered to have unnecessarily prolonged the proceedings, should be deleted.
18. Where the respondent appeals the adjudicator's decision to the Supreme Court, the complainant's legal cost should be covered by the Commission.

SUBMISSION TO NWT LEGISLATIVE ASSEMBLY STANDING COMMITTEE ON SOCIAL PROGRAMS CONCERNING BILLS 3, 4, 5 AND 6 (FAMILY LAW)
Prepared by Status of Women Council, June 9, 1997

Recommendations

1. The limitation period for spousal support applications should be doubled from two years to four years.
2. The time limitation for applications for division of property should be the same for common-law spouses as that available to married spouses who separate.
3. There must be awareness programs to inform women about the provisions for paternity orders.
4. Where the child has not been returned to the custodial parent, there needs to be a provision for a simple and easy way to access a justice of the peace who could instruct the police (accompanied by a social services worker) to go pick up the child and return him or her to the custodial parent.
5. A parent with defacto custody (but no custody order) should be able to ask a court or JP for an order to have the child returned to them by a police officer and a social services worker, the same way that a parent with a custody order will be able to.

6. The Dept. of Justice should explore with other jurisdictions a way to ensure that jurisdictions will have more respect for an existing custody court order from the jurisdiction where the child is resident.
7. The legislation should recognize the right of custodial parents to relocate on reasonable grounds that will contribute to the best interests of the child.
8. We urge the government to find ways to streamline the process of applying for child support.
9. The Dept. of Justice should incorporate a cost of living scale into the child support guidelines, to take into account the higher cost of living in many NWT communities.
10. The impacts of the new child support guidelines on NWT women, especially on low income women, must be monitored.
11. There must be a broad public education program concerning child support and other family law matters, including a 1-800 number for information, a resource and information centre on family law matters in the NWT, and information workshops.
12. Legal aid must become more available for family law cases.
13. Police need to become more aware of the dynamics of spousal violence, especially during divorce or separation.
14. "Substantial risk" should be defined concerning children in need of protection.
15. There should be a provision under 7(3) of the Child and Family Services Act that a child who frequently runs away from home is in need of protection.
16. Guidelines should be put in place to ensure that the people appointed to CFSCs understand the needs of the child and the possible issues of the family, including the dynamics of abuse and the situation of abused women.
17. The legislation must be more flexible regarding the composition of plan of care committees, and the child protection worker should be the coordinator rather than the chair of the committee.
18. The Dept. must support and facilitate broad community awareness and discussion of the well-being of children and the proposed new system of child protection.
19. CFSC members, JPs and child protection workers must receive thorough training over an extended period of time regarding the new system and responsibilities.
20. There must be more support to troubled families in our communities, and ways to encourage the natural support systems that already exist in the communities.
21. Communities should be supported in developing community-based monitoring and evaluation regarding protection of children and the CFSC system.

TAKING ACTION ON ELDER ABUSE
Prepared by NWT Senior's Society – May 2001
Strategies for Dealing with Elder Abuse – Hay River Results

Goal I: Develop support person/facility so elders could stay in their own homes.

Tasks:

Approach Band to fulfil role of Homecare help
Homecare;
Homes;
Train own workers;
Funding – Education;
Elder on Band Council;
Funding for service homemaker – personal care;
Overworking of Homecare workers;
Funding responsibility – who's responsible;
Money in larger centres – not given to smaller areas for Homecare (goes in clusters in larger centres);
Someone in community who is liaison;
Funding based on number of elders; elders are moved to an area and they get more funding.

Goal II: Create awareness and develop skills.

Tasks:
- Use local media;
- Professionals educated to what is abuse;
- Abused need reprimand looked into;
- Network/I.D. issues;
- Break through barriers;
- General Information – to youth by seniors;
- Self-esteem for seniors;
- Ageism;
- Promote services/advocacy;
- Awareness workshops.

Goal III: Create awareness and develop skills.

Tasks:
- Have young people learn how to work and live with elders;
- Need to listen to each other more;
- Communication workshops for young adults/elders on how to express self;
- Life skills;
- Teamwork;
- Elders come out and talk more with young people – bonding and comfort.

Goal IV: Advocate for improving elder medical escort services.

Tasks:
- Elders need escorts for translation/support/advocacy;
- Review current guidelines;
- Approach Seniors NWT and Disabled NWT Society to make changes and have this enforced;
- Present to media and in different languages;
- Let government know about harm caused by sending elders out when ill;
- Issue on over-medication;
- Points – use more appropriate.

Goal V: Advocate for a safe housing program.

Tasks:
- Concern for overcrowding in one home;
- Form a committee and let them know there is a housing problem;
- Involve community, Seniors' Society and media to show there is a problem;
- Interagency – RCMP, Home care, Outreach Workers, etc. to work together;
- One member of Seniors' Society on Housing Board to work with Housing Authority;
- Gather date – Seniors' Society, MLAs & Housing to deal with NWT Legislative Assembly.

Goal VI: Advocate on behalf of elders on seniors abuse.

Tasks:
- Make it mandatory to report to Social Services so investigation can take place; then if it is abuse, report to RCMP;
- Work with Seniors Society, nurses, Home care, RCMP etc.;
- Adult protection legislation;
- Seniors Advocate/Ombudsman.

Goal VII: Aging in Place.

Task:
- Suitable housing;
- Start at the community;
- Involve seniors, MLA, Home care, Health etc.;
- Ethnic group.

Strategies for Dealing with Elder Abuse – Yellowknife Results

Goal I: Legislation to Protect Older Adults

Task:
- Obtain date on problem;
- Research existing legislation;
- Conduct extensive community consultations in the NWT.

Additional Resources:
- Research Coordinator hired by Status of Women Council;
- Establish coalition against family violence;
- Review of seniors programs and services committee;
- Addictions, Mental Health and Family Violence strategy;
- NWT Seniors'/Advisory Council to lobby for this initiative;
- Justice Department;
- RCMP.

Goal II: Advocating for the Development of a resource where elders trust and have confidence in revealing their abuse.

Task:
- Identify the source as seniors group;
- The avenue to be used could be Seniors' Society, media, radio, tapes sent to communities, posters, TV commercials and Help Line for seniors.

Additional Resources:
- The church;
- RCMP;
- Social Worker;
- Response Team for Seniors;
- Health Care-Givers.

Goal III: Educate people on elder abuse and awareness.

Task:
- Seniors' in-service/workshops to educate seniors on the definition of "abuse";
- Media coverage;
- Personal visits;
- General public education;
- Seniors going to schools;
- Training for agencies/groups that are responsible for administering programs;
- Team Committee;
- Family Violence Committee;
- Interpreters;
- Develop a booklet;
- Healing workshops;
- More co-operation between inter-racial groups;
- Awareness of possible barriers – cultural, languages.

Additional Resources:
- Human Resources;
- Facilitators educated in elder abuse – writers, translators, social workers, justice system, cross cultural training, elders, seniors, legislation;
- Intervention/consultative team;
- Availability of material;
- Government/political involvement;
- Territorial/Federal governments;
- Media.

Goal IV: Create an inter-agency consultative group for the NWT

Tasks:
Educate agency partners and public at large on topics about elder abuse;
Identify agencies who will participate at territorial levels;
Encourage local action groups to work collectively to uncover this problem;
Help in the development, implementation and evaluation of legislation;
Assist local action teams to ensure language barriers, budget issues and difficulties in meeting the needs as identify are overcome.

Additional Resources:
RCMP;
Health and Social Services;
Mental Health Workers;
Public Guardian/Public Trustee
Seniors Societies;
Family Counselling Services;
Non-government organizations;
Interpretation Services.

WOMEN IN MINERALS, OIL AND GAS
Status of Women Council, June 2000 (Red Willow Consulting)

RECOMMENDATIONS TO INCREASE OPPORTUNITIES FOR WOMEN

1. Encourage Students To Finish High School And Further Education

Education seems to be the major stumbling block for northern participation in oil and gas and mineral industries. It appears there will be opportunities for those who are educated, competent and willing, regardless of gender. Any initiatives that support school completion, particularly the completion of math and science courses and the completion of departmental exams will contribute to increases in women's opportunities to participate in the oil and gas and mineral industry.

Education, it is agreed, is the tool that will provide opportunities in the oil and gas and mineral industry. Education provides opportunities in all industry and government sectors for all types of work.

2. Build Good Relationships With The Mineral, Oil And Gas Industry

It appears that in the next twenty years, industry will be looking for competent and willing employees from the north to fill staff positions. If women have the appropriate education and/or training, it seems very likely industry will be quite willing to employ them. It is frequently stated that women are stable, reliable employees. Through collaborative approaches, the NWT Status of Women Council can work with industry help to create conditions, recruitment and retention practices that maximize the employment of women.

3. Promoting Employment Opportunities To Young Women In Middle School

Young women have a right to a complete range of career choices. It is clear that many young women do not even consider careers that make up much of the employment force in the minerals, oil and gas industries. Existing programs that promote non-traditional careers, such as those developed by WITT, should be encouraged and expanded.

Girls involved in recreational activities like hiking and camping are more likely to find satisfaction and adapt to living in remote exploration camps. Promotion could include comparisons of living in exploration camps with living on-the-land experiences. An avenue for promoting these recreational activities might be partnerships with the Girl Guides of Canada who have long included camping and wilderness trips in their program.

4. Women Role Models

Respondents in our study identified role modeling and mentoring as a means to increase the participation of women in oil, gas and mining.

Suggestions for role modeling include preparing posters and videos for young women in school that featured real-life examples of women born in the north, or long-term northerners, working in oil and gas or mining.

Although in the minority, there are women successfully employed in a range of jobs in the industry who enjoy their work and who feel comfortable in their workplaces. One geologist told about how she took her three-year-old and a nursing infant by helicopter to an exploration camp. "We had a rope from tent to tent when the winds were high. The expeditor sent in puzzles. (My daughter) helped in the kitchen." Her children continue to love being out at camps.

Women willing to act as role models could make presentations in classrooms or at career development workshops. Some resources are available from WITT. At the 1994 WITT National Network Conference, curriculum material in the form of a package of hands-on and interactive classroom games was presented under the title "Role Modeling Ideas".

5. Mentoring Program

Trades training is founded on the journeyperson/apprentice relationship and has a long and successful history. It is characterized by close working relationships usually with the journeyperson and apprentice being of the same gender (male). This relationship can be characterized as a type of mentorship.

Mentorship can be defined as

A systematic and comprehensive effort directed toward helping a mentee develop the attributes, attitudes, skills and behaviours of self-reliance/responsibility and accountability within a defined environment.

Mentorship also includes aspects of a personal relationship between mentor and mentee in which emphatic communication occurs. Mentors are also role models.

The Department of Health and Social Services (H&SS) has developed and delivered a Nurse Mentorship Program since 1997. A major purpose of this program was to retain nurses in the employ of the Health Boards. Experienced nurses were paired with new graduates to exchange experiences. Paired mentors and mentees were not always the same gender. The programs lasted from four to six months and the mentors were paid for their efforts. Most participants (both mentors and mentees) felt the outcome of the experience was very positive. H&SS have developed manuals for mentors and mentees.

Mentorship tends to be valuable to retain employees and/or to encourage employees in career advancement. An adaptation of mentorship might be developed for geologists and trades women. The program could be more of a "Big Sister" approach, wherein successful women keep in touch with students and apprentices to encourage and support them and to provide the necessary "word-of-mouth" link that is so important in oil and gas and minerals.

6. Encourage Aboriginal Women To Be Involved In Negotiations

If more women were involved in the negotiations of Impact and Benefit Agreements they could present the concerns and issues of women. With awareness of opportunities, they might lobby for equal access or preference in recruitment process and benefits that would make it easier for women to work in Minerals, Oil and Gas.

7. Review And Consider Value Of Communities Near Mine Sites.

There are no on-site family housing facilities or services for children available at new mine sites. There are strong arguments against locating communities near mine sites. Aboriginal groups may not want to have communities created that will draw their people from their home environments. Mining companies may have determined that fly in fly out operations are more cost effective than building "company towns". The GNWT is likely reluctant to fund the cost of another municipality and the entire infrastructure it requires.

Women more frequently care for children and are more likely to be single parents and thus the remoteness of mine sites affects their employability. It is possible that the relative proximity of several new mines, their anticipated life span of twenty years and continued exploration in the area might make a reassessment of this implicit policy in order?

WOMEN IN TRADES: A NEEDS ASSESSMENT.
Prepared by GNWT Women's Directorate, 1990 (Lutra Assoc.)

1. In order to address inequities in the employment and income of women, deal with shortages of skilled trades people, and reduce the NWT's dependency on imported workers, it is recommended that the GNWT take the lead role in encouraging and supporting NWT employers to increase the participation of women in trades during the 1990's, by:
   (i) maintaining the Women in Trades Steering Committee for the purposes of following up on the recommendations of this needs assessment, and coordinating, implementing, and monitoring initiatives to increase the participation of women in trades.
   (ii) Broadening the membership of the Women in Trades Steering Committee to ensure representation from government, industry and trades women while at the same time keeping the size of the Committee reasonable and manageable.
   (iii) Establishing within government and industry, secretarial and administrative support to the Women in Trades Steering Committee.
   (iv) Developing a comprehensive strategy based on the findings, conclusions and recommendations of this assessment, for increasing the participation of women in trades over the coming decade.
   (v) Utilizing where possible, the Affirmative Action Policy to promote and advocate the participation of women in trades, and
   (vi) Establishing working relationships with industry organizations representing and/or employing trades people, and educational institutions for the purposes of identifying skill shortages, developing strategies and assistance programs to attract women to trades positions and addressing work place and societal attitudes about trades women.

2. It is recommended that a primary objective of the strategy for increasing the participation of women in trades be more explicit and visual advertising and promotion of trade opportunities for women, and that this objective be achieved by:
   (i) targeting women as well as men in all trade advertising and promotion.
   (ii) Ensuring that the key motivators for women in trades, challenging work and financial rewards, are central themes and messages in trades promotional and advertising material targeted at women.

(iii) Developing information programs that educate and inform students, school staff, parents and the general public about the need for and value of trades men and women, and the economic and personal rewards of these jobs.

(iv) Developing "role modeling" and trades exposure programs which visually and personally bring students, parents, and the public in contact with women in trades.

(v) Liasing with Subject Advisory Committees and Regional School Boards to improve high school graduation rates, and trades programming, career counselling and trades awareness in the NWT primary and secondary schools.

(vi) Encouraging NWT employers of trades people to publish all trade openings for informative/profile as well as recruitment purposes.

(vii) Encouraging NWT trade employers to explicitly describe the nature of the work and jobs (i.e. indoor/outdoor, construction/maintenance, shop/field, amount of physical work) in all information programs and job advertisements related to trades, and;

(viii) Developing and implementing a series of information workshops designed to educate and inform educational institutions, and public and private sector managers, supervisors and co-workers about the issues and barriers facing women in trades.

3. Recognizing that family and parenting responsibilities are major barriers, it is recommended that addressing child/family care issues be an objectives of the strategy for increasing the participation of women in trades, and that the objective be achieved by:

(i) examining the feasibility of providing the services of a child care and/or family care consultant to all trades people in the NWT (eg. through a "hotline").

(ii) Recognizing the need for increased child care subsidies and developing methods for providing increases, and

(iii) Supporting and encouraging initiatives to increase the number and availability of child care facilities, and the flexibility of child care services available for working women in the NWT.

4. To ensure maximum impact of the strategy, it is recommended that pilot projects be delivered which enable industry and government to become role models for increasing the participation of women in trades, by:

(i) identifying and targeting two or three NWT trade employers each year to actively participate in programs designed to attract more trades women, encourage female employees to pursue trades jobs, educate/inform co-workers and managers in the work place, and inform the general public about women in trades.

5. It is recommended that the GNWT establish incentive programs to foster and support increasing the involvement of women in trades, by:

(i) offering incentives and support to NWT employers and education institutions who encourage and provide paid leave and travel assistance to female trades employees to participate in role modeling and other exposure programs, and

(ii) ensuring the incentives and support is provided to GNWT departments and agencies who encourage and provide paid leave and travel assistance to female trades employees to participate in role modeling and other exposure programs.

6. Given that enrolment in high school mathematics and science courses are vital to ensuring career options for women, it is recommended that the transfer of course enrolment information systems from Alberta Education be pursued and that monitoring course enrolment by sex begin. Should monitoring reveal that the enrolment of girls in high school mathematics and science courses is proportionately low or dropping with every succeeding level of education, consideration should be given to examining the need for compulsory programs.

7. Recognizing that women face geographic barriers and that pre-employment and pre-trades courses are important in the department of trades women, it is recommended that the Department of Education and Arctic College work with CEIC and non-government training

agencies such as the native Women's Association and the Adi Co-ordinating Group to develop and deliver at least two such programs in various locations in the NWT each year.

8. Given the need to increase the participation of women in the NWT Apprenticeship Program, it is recommended that priority be accorded to:
   (i) monitoring apprentice and employer participation, performance, attitudes and expectations for the purposes of targeting women in the work force, in educational institutions and at home.
   (ii) Communicating the findings of this study to Apprenticeship Officers, and orienting them to the work of the Women in Trades Steering committee and the intent of the Affirmative Action Policy, for the purposes of improving their awareness of the issues impacting women in trades, and
   (iii) Examining methods by which employers may be further encouraged and supported to sponsor female employees and other women in an apprenticeship.

WOMEN'S PARTICIPATION IN THE MINERALS, OIL AND GAS ECONOMY OF THE NWT: SUMMARY REPORT OF RECOMMENDATIONS
Prepared by Status of Women Council, July 2001

Recommendations:

Department of Indian and Northern Affairs
In keeping with the Federal Plan for Gender Equality and the department's own Gender Equality Analysis Policy, gender equity must be integrated into the programs and policies of DIAND. It is therefore recommended that the NWT Region office of DIAND:

1. Designate a representative to participate on the department's Advisory Committee on Gender Equality, in order to integrate information and analysis from that Committee into the operations of the NWT Region.
2. Actively pursue the technical information and training on gender equality analysis that is to be provided within the department.
3. Consult with the DIAND Office of the Senior Advisor on Women's Issues and Gender Equality regarding the incorporation of gender analysis into the policies and programs delivered by DIAND in this jurisdiction.
4. Establish a mechanism for ongoing consultation with NWT women's groups regarding ways to integrate gender equality goals and objectives into departmental policies and programs in the NWT.

With respect to increasing the ability of women to participate in and benefit from economic activity in the mining, oil and gas sectors, it is recommended that the NWT Region office of DIAND:

1. Collaborate with women's groups, education and training organizations, the GNWT and industry to develop 1) a strategy to increase the participation of women in mining, oil and gas and 2) mechanisms for working together to implement the strategy.
2. Ensure that all environmental review processes include gender analysis as an integral part of all socio-economic analyses.
3. Review past IBAs as to impacts and benefits to women, including IBA training and employment provisions.
4. In collaboration with First Nations and First Nations women's groups, develop a framework for IBAs that includes gender equity provisions.
5. In collaboration with industry, women's groups, First Nations and the GNWT, consider options for specific initiatives, such as pilot projects, to increase knowledge and experience on ways of reducing barriers and increasing the participation of northern women in non-renewable resource industries.

Government of the Northwest Territories

In keeping with the NWT Policy on the Equality of Men and Women, the NWT Affirmative Action Policy and NWT Fair Practices Act, gender equality must be integrated into the programs and policies of the Government of the Northwest Territories. With respect to increasing the ability of women to benefit from economic activity in the mining, oil and gas sectors, it is recommended that the GNWT:

1. Integrate a requirement and process to address the participation of women into all future socio-economic agreements with non-renewable resource industries
2. Collaborate with women's groups, education and training organizations and industry to develop 1) a strategy to increase the participation of women in mining, oil and gas, and 2) mechanisms for working together to implement the strategy
3. In collaboration with industry, women's groups, First Nations and DIAND, consider options for specific initiatives to increase knowledge and experience on ways of reducing barriers and increasing the participation of northern women in non-renewable resource
4. In collaboration with education and training institutions and employers, implement a role model program to bring students, parents and the public into contact with women in mining, oil and gas, and non-traditional trades and technical occupations
5. Ensure that all training and employment statistics are disaggregated by sex and provide ongoing statistical monitoring
6. Collaborate with industry and the College to effectively track the number of women participating, by type of training and employment, in the non-renewable resource sector
7. Examine the childcare challenges for women in smaller communities wishing to access rotational employment, and find ways to address the need for reliable childcare services
8. Recognizing the different life experiences of males and females with respect to the use of tools and trades-related activities, integrate the credit-based Construction Technology for Women course, including summer internships, into the curriculum of all NWT high schools
9. Reinstitute a Women in Trades Initiative through the Dept. of EC&E
10. Collaborate with Aurora College to integrate annual women-only trades courses, with appropriate wraparound services, into the Programs and Services Manual of the College
11. Promote with employers the benefits of supporting women into trades.

Mining, Oil and Gas Industries

Given the benefits of increasing the pool of trained NWT workers for their projects, developing a stable and educated site workforce, supporting the principle of gender equality, and increasing economic opportunities for NWT families, it is recommended that mining, oil and gas industries:

1. Collaborate with women's groups, government, education and training organizations and First Nations, to develop 1) a strategy to increase the participation of women in mining, oil and gas, and 2) mechanisms for working together to implement the strategy
2. Collaborate with women's groups to support a mentoring program which links women in mining, oil and gas with interested female students, apprentices and new employees
3. Conduct various outreach activities to schools, the College and communities, specifically directed to women regarding career opportunities and benefits related to working the in mining, oil and gas sectors
4. Include recruitment practices that are specifically directed to women and hiring practices that ensure that qualified women do not face attitudinal barriers in the hiring process
5. Ensure that there is effective implementation of anti-harassment policies at the worksite, so it is clear to all employees what harassment is, to whom it will be reported, and how it will be dealt with
6. Ensure that workplace supervisors receive sensitivity training regarding gender and safety issues for women at the worksite
7. Actively promote an inclusive and respectful workplace
8. Develop bridging programs to enable women employed at the site to transfer from traditional to trades or technical training or employment at the site
9. Ensure a safe workplace for women, including appropriate sizing of safety gear.

Aurora College

Recognizing the GNWT Policy on the Equality of Men and Women, the need to provide a northern skilled workforce to fill northern jobs in the fast-developing mining, oil and gas sectors, and the benefits of increasing the skills and career choices of all members of the northern labour force, it is recommended that Aurora College:

1. Develop, with NWT women's groups, a gender analysis policy and review College programs and policies with reference to this policy
2. Ensure that specific opportunities for women in trades and technical areas are included in the College's annual Programs and Services Manual funding request to the Department of Education, Culture and Employment
3. Participate with government, industry and women's organizations in the development of a strategy for the participation of women in the mining, oil and gas sectors
4. Recognize and address the particular needs that women may have in undertaking non-traditional training, such as support in dealing with negative attitudes to women in trades

WORKPLACE HARASSMENT IN THE NWT: ACTION RESEARCH REPORT. Prepared by Coalition for Harassment-Free Workplaces, August 2000 (K'alemi Consultants)

The Coalition for Harassment-Free Workplaces recommends that:

1. The Government of the NWT, in collaboration with other agencies, should implement education programs for employers and employees, to inform them about policies, legislation, complaints mechanisms and advocacy related to:
   - harassment
   - human rights
   - labour standards
   - employment regulations
   - rights of union membership and collective agreements

2. An NWT Human Rights Act and Commission should be established. In addition to powers of investigation, adjudication and enforcement, the Commission should have a legislated mandate and resources for public education and for advocacy for complainants.

3. The Government of the NWT, in collaboration with other agencies, should implement a broad public education campaign on human rights, to lay the ground work for the legislation and Commission.

4. In the event of delay in establishing a human rights act and commission, a number of actions should be carried out with respect to the NWT Fair Practices Act:
   - clarify the role and mandate of the NWT Fair Practices Act
   - strengthen the Act with respect to investigation and advocacy for complaints
   - mediation options, fair process for all parties; communications with complainants and respondents; and accessibility
   - clarify and alter exemptions, to bring more workplaces under the Act.

5. Legislative measures are needed to deal with workplace harassment that falls outside human rights or fair practices legislation. The NWT Department of Justice should carry out a review to determine whether these measures could be incorporated under the *Labour Standards Act* or whether stand-along legislation is needed. Consideration should be given to mandating the Labour Standards office to implement this legislation, including education and advocacy roles.

6. That Northern Territories Federation of Labour and individual unions in the NWT should meet to discuss how they can educate their memberships in the area of workplace harassment and employer-employee relations in general. Education programs are also needed to increase the general public's understanding of unions.

7. The Legislative Assembly of the NWT should establish an office of Workers' Advocate with a mandate to pursue justice, remedial assistance and legal options on behalf of workers. This office would assist individuals both emotionally and in practical ways as they choose those options that best address their situation.

YELLOWKNIFE COMMUNITY PLAN TO ADDRESS HOMELESSNESS

The ideas expressed by the community on how to build a healthy community with regards to homelessness included:

- Increase public awareness of homelessness
- Build life skills
- Provide support services for staying sober
- Provide unconditional support and care
- Coordinate community support services and to promote cooperation rather than competition
- Improve communication between levels of government and the private and public sectors
- Increase level of community involvement
- Promote early intervention through education and supports for youth

Goals

- The end result of the community plan to address housing and support services must be the prevention of homelessness.
- The housing supply must be increased along the continuum and the connection to appropriate social supports is critical.
- To increase community participation and partnerships in developing, implementing and funding strategies to address homelessness and housing.

Objectives

- To maximize community resources, streamline services, increase accountability and prevent duplication.
- To create environments that respect human dignity and individual choice
- To provide adequate support services to meet the special needs of marginalized populations
- To increase individual potential for more independent living by providing personal development and skill-building opportunities.
- To establish housing and support services protocols with Government and Non-Government partners

Community Planning, Capacity Building, and Research

- Efforts to secure stakeholders, identify leadership and obtain political will to implement, review and update the community plan on an on-going basis.
- The development and maintenance of a data base of services and users.
- Develop housing policies, programs and services which will provide access to adequate, affordable and suitable shelter.
- Develop homelessness prevention and early intervention strategies.
- Determine how best to finance the emergency shelter for women facility (former detox facility).
- Promote the best use of subsidized housing resources.
- Prevent further loss of rental stock
- Develop housing options for special needs and the hard to house.

Homeless Programs and Services

- Establish a housing registry to coordinate services, document problems and assist in improving accessibility to housing and services.
- Establish an outreach and support program to homeless people not accessing shelters.
- Provide improved training to agency staff.
- Strengthen crisis intervention and primary care services
- Establish housing options and support services for those who are intoxicated or high on drugs.
- Increase the options available for supportive housing for psychiatric clients, the intellectually challenged and people with sensory or mobility impairment.
- Provide respite care for those with special needs.
- Plan and implement a public awareness program on the issues surrounding homelessness.

Housing Capital Projects

- Provide stable funding for emergency and transitional housing for women
- Develop a permanent facility for youth services and programs.
- Provide improvements to existing facilities.

ZERO TOLERANCE OF VIOLENCE ADDRESS TO LEGISLATIVE ASSEMBLY
Prepared by Status of Women Council, February 1994

Excerpts:

- Offenders need treatment. Victims need help. Where is the money to come from?...The only answer we can come up with is a change, a radical change in our priorities. If this Assembly would commit to healthy citizens as a priority, what then? The dollars, limited as they are, would go to healing first; everything else waits in line...Take just a percentage from each Ministerial budget.
- One possible solution to some funding and resource problems could be more partnership initiatives between government and non-government organizations
- ...allow me to make one final plea to you to act quickly upon the Zero Tolerance Declaration.

ACHIEVING EXCELLENCE
INVESTING IN PEOPLE, KNOWLEDGE & OPPORTUNITY
CANADA'S INNOVATION STRATEGY, JANUARY 2002

THE KNOWLEDGE PERFORMANCE CHALLENGE

The Government of Canada proposes the following goals, targets and federal priorities to help more firms develop, adopt and market leading-edge innovations.

GOALS

- Vastly increase public and private investments in knowledge infrastructure to improve Canada's R&D performance.
- Ensure that a growing number of firms benefit from the commercial application of knowledge.

TARGETS

- By 2010, rank among the top five countries in the world in terms of R&D performance.
- By 2010, at least double the Government of Canada's current investments in R&D.
- By 2010, rank among world leaders in the share of private sector sales from new innovations.
- By 2010, raise venture capital investments per capita to prevailing U.S. levels.

GOVERNMENT OF CANADA PRIORITIES

1. Address key challenges for the university research environment.

The Government of Canada has committed to implementing the following initiatives:

- **Support the indirect costs of university research**. Contribute to a portion of the indirect costs of federally supported research, taking into account the particular situation of smaller universities.
- **Leverage the commercialization potential of publicly funded academic research**. Support academic institutions in identifying intellectual property with commercial potential and forging partnerships with the private sector to commercialize research results.
- **Provide internationally competitive research opportunities in Canada**. Increase support to the granting councils to enable them to award more research grants at higher funding levels.

2. Renew the Government of Canada's science and technology capacity to respond to emerging public policy, stewardship and economic challenges and opportunities.

- The Government of Canada will consider a collaborative approach to investing in research in order to focus federal capacity on emerging science-based issues and opportunities. The government would build collaborative networks across government departments, universities, non-government organizations and the private sector.

3. Encourage innovation and the commercialization of knowledge in the private sector.

- **Provide greater incentives for the commercialization of world-first innovations**. The Government of Canada will consider increased support for established commercialization programs that target investments in biotechnology, information and communications technologies, sustainable energy, mining and forestry, advanced materials and manufacturing, aquaculture and eco-efficiency.
- **Provide more incentives to small and medium-sized enterprises (SMEs) to adopt and develop leading-edge innovations**. The Government of Canada will consider providing support to the National Research Council Canada's Industrial Research Assistance Program to help Canadian SMEs assess and access global technology, form international R&D alliances, and establish international technology-based ventures.
- **Reward Canada's innovators**. The Government of Canada will consider implementing a new and prestigious national award, given annually, to recognize internationally competitive innovators in Canada's private sector.
- **Increase the supply of venture capital in Canada**. The Business Development Bank of Canada will pool the assets of various partners, invest these proceeds in smaller, specialized venture capital funds and manage the portfolio on behalf of its limited partners.

THE SKILLS CHALLENGE

The Government of Canada proposes the following goals, targets and federal priorities to develop, attract and retain the highly qualified people required to fuel Canada's innovation performance.

GOALS

• Develop the most skilled and talented labour force in the world.
• Ensure that Canada receives the skilled immigrants it needs and helps immigrants to achieve their full potential in the Canadian labour market and society.

TARGETS

• Over the next five years, increase the number of adults pursuing learning opportunities by 1 million.
• Through to 2010, increase the admission of Master's and PhD students at Canadian universities by an average of 5 percent per year.
• By 2002, implement the new *Immigration and Refugee Protection Act* and regulations. • By 2004, significantly improve Canada's performance in the recruitment of foreign talent, including foreign students, by means of both the permanent immigrant and the temporary foreign workers programs.

GOVERNMENT OF CANADA PRIORITIES

1. Produce new graduates. The Government of Canada will consider the following initiatives:
• Provide financial incentives to students registered in graduate studies programs, and double the number of Master's and Doctoral fellowships and scholarships awarded by the federal granting councils.
• Create a world-class scholarship program of the same prestige scope as the Rhodes Scholarship, support and facilitate a coordinated international student recruitment strategy led by Canadian universities; and implement changes immigration policies and procedures to facilitate the retention of international students.
• Establish a cooperative research program to support graduate post-graduate students and, special circumstances, undergraduates, wishing to combine formal academic
training with extensive research experience in a work
2. Modernize the Canadian immigration system. The Government Canada has committed to:
• Maintain its commitment to immigration levels and work increasing the number of
skilled workers.
• Expand the capacity, agility presence of the domestic and overseas immigration delivery system offer competitive service standards for skilled workers, both permanent
and temporary.
• Brand Canada as a destination choice for skilled workers.
• Use a redesigned temporary worker program and expanded provincial nominee agreements facilitate the entry of highly workers, and to ensure that the benefits
of immigration are more distributed across the country.

Canada must do more to market its advantages to the world, ensuring that international investors are attracted to Canada. This also means keeping our tax environment competitive.

A truly world-class innovation environment suffers no trade-off between the public interest and business opportunity. Canada's stewardship policies and systems that protect health, the environment, safety, privacy and consumer rights are among the world's best. However, as the pace of innovation worldwide continues to accelerate, other countries are refining and modernizing their policies to be in the best possible
position to encourage and benefit from innovation. Canada must do the same.

To encourage excellence across all sectors, we must work to continually improve our investment and regulatory environment so that Canadians can benefit from new scientific and technological breakthroughs, and know that their quality of life will be protected. We must also ensure that our scientific investments are focused on emerging public policy areas in line with our international competitors.

THE INNOVATION ENVIRONMENT CHALLENGE

The Government of Canada proposes the following goals, targets and federal priorities to protect Canadians and encourage them to adopt innovations; encourage firms to invest in innovation; and attract the people and capital upon which innovation depends.

GOALS

- Address potential public and business confidence challenges before they develop.
- Ensure that Canada's stewardship regimes and marketplace framework policies are world-class.
- Improve incentives for innovation.
- Ensure that Canada is recognized as a leading innovative country.

TARGETS

- By 2010, complete systematic expert reviews of Canada's most important business and regulatory regimes.
- Ensure Canada's business taxation regime continues to be competitive with those of other G-7 countries.
- By 2005, substantially improve Canada's profile with international investors.
- By 2004, fully implement the Council of Science and Technology Advisors' guidelines to ensure the effective use of science and technology in government decision making.

GOVERNMENT OF CANADA PRIORITIES

1. Ensure effective decision making for new and existing policies and regulatory priorities. The Government of Canada will consider the following initiatives:

- Support a "Canadian Academies of Science" to build on and complement the contribution of existing Canadian science organizations.
- Undertake systematic expert reviews of existing stewardship regimes through international benchmarking, and collaborate internationally to address shared challenges.

2. Ensure that Canada's business taxation regime is internationally competitive.

- The Government of Canada will work with the provinces and territories to ensure that Canada's federal, provincial and territorial tax systems encourage and support innovation.

3. Brand Canada as a location of choice.

- The Government of Canada has committed to a sustained investment branding strategy. This could include Investment Team Canada missions and targeted promotional activities.

Communities are where the elements of a national, globally competitive innovation system come together.

To become magnets for investment and growth, communities need a critical mass of entrepreneurship and innovation capabilities. Communities where innovation thrives typically house industrial "clusters" — internationally competitive centers of growth. Canadian communities are already leading the way with several mature and emerging clusters but we can support more. Canada's communities also have to be part of a globally connected world, and broadband will be part of the national strategy.

Communities have the potential to accelerate the pace of innovation, attract investment, stimulate job creation and generate wealth.

COMMUNITY-BASED INNOVATION CHALLENGES

The Government of Canada proposes the following goals, targets and federal priorities to support innovation in communities across the country.

GOALS

- Governments at all levels work together to stimulate the creation of more clusters of innovation at the community level.

• Federal, provincial/territorial and municipal governments cooperate and supplement their current efforts to unleash the full innovation potential of communities across Canada, guided by community-based assessments of local strengths, weaknesses
and opportunities.

TARGETS
• By 2010, develop at least 10 internationally recognized technology clusters.
• By 2010, significantly improve the innovation performance of communities
across Canada.
• By 2005, ensure that high-speed broadband access is widely available to Canadian communities.

GOVERNMENT OF CANADA PRIORITIES
1. Support the development of globally competitive industrial clusters.
• The Government of Canada will accelerate community-based consultations
already under way to develop technology clusters where Canada has the potential to develop world-class expertise, and identify and start more clusters.
2. Strengthen the innovation performance of communities.
• The Government of Canada will consider providing funding to smaller communities to enable them to develop innovation strategies tailored to their unique circumstances.
Communities would be expected to engage local leaders from the academic, private and public sectors in formulating their innovation strategies. Additional resources, drawing on existing and new programs, could be provided to implement successful community innovation strategies.
• As part of this effort, the Government of Canada will work with industry, the provinces and territories, communities and the public to advance a private sector solution to
further the deployment of broadband, particularly for rural and remote areas.

COMMISSION ON THE FUTURE OF HEALTH CARE IN CANADA – INTERIM REPORT

INITIAL OBSERVATIONS: VALUES AND HOW THEY SHAPE CANADIANS' VIEWS

Canadians have come to view Medicare – and its legislative core, the *Canada Health Act* – as a defining feature of Canadian society. At the same time, most Canadians recognize that no piece of legislation should be immune from review and thinking. The goal is not to renounce the principles we hold dear but to ensure that *Canada Health Act* is a beacon for the future direction of the health system, not a barrier to change or a lightning rod for intergovernmental squabbling.
In that light, my initial observations are as follows:

- The *Canada Health Act* needs to be debated to ensure it still expresses the values Canadians share and provides a clear, coherent, and modern vision for our health system.
- We need to consider establishing a new mechanism or approaches for heading off or resolving disputes about the interpretation of the *Canada Health Act*.
- Canadians need a greater say in determining what health services should or should not be publicly covered. Although elected governments must always retain accountability, the ways in which decisions are currently made, and who is making them, are difficult to understand and often even more difficult to justify.

INITIAL OBSERVATIONS: FUNDING AND FISCAL SUSTAINABILITY

Regardless of which perspective we hold to be true and how we define the fiscal problems, sustaining our health system clearly is one of the biggest challenges we face
Canadians. To address this challenge, my preliminary views are that:

- There is no absolute standard for what any country should spend on health care. The choice will reflect the history, values, and priorities of each.
- There are no simple, easy answers to the issue of funding. Both orders of government make decisions that have an impact on their ability to fund increasing costs in the health care system. The solution does not lie in pointing fingers but in putting a better process in place to determine the relative federal and provincial shares for maintaining a viable and effective health care system.
- Uneven and erratic fluctuations in funding that have plagued the system in the recent past must be replaced with predictable, long-term funding arrangements where the rules and expectations of governments are clear.
- There should be more transparency in terms of how much money is being spent, by whom, on what basis, and with what results.
- Canadians need to have confidence that the existing federal-provincial fiscal arrangements, including the CHST, provide the stability and long-term predictability the system requires.

OPTIONS FOR ADDRESSING PROBLEMS IN QUALITY AND ACCESS

A variety of options for addressing these problems were proposed, including:

- Permitting a larger and more independent role for nurses, psychologists, physiotherapists, speech therapists and others as part of primary care teams in delivering health care services;
- Reducing the volatility of annual health care budgeting to cut down on the "stop and go" financing that has triggered years of restraint and layoffs fluctuating with years of spending and new hiring;
- Encouraging national or intergovernmental health human resources planning, including education and training, as well as more coordinated long-term forecasting;
- Boosting incentives for health care providers to work (and live, for longer periods) in rural and remote parts of the country;
- Improving morale by ensuring that providers are able to meaningfully participate in the design and implementation of future major health reforms;
- Moving toward an integrated educational curriculum for health providers, including perhaps common courses that would facilitate cooperation and build mutual respect between different types of providers;
- Increasing the supply of health professionals, or changing attitudes and behaviours, is necessarily a long-term proposition.

INITIAL OBSERVATIONS: QUALITY AND ACCESS

Whatever changes we make to Canada's health system, they must address Canadians' primary concerns, namely, quality and access.

On a preliminary basis, I would suggest that:

- We need to reinforce our commitment to quality health care – care that is responsive to consumers' needs.
- We need to maintain research as a hallmark of Canada's health system.
- We need to consider new approaches and institutional arrangements for establishing common health priorities, encouraging innovation, sharing information about best practices, coordinating research, and facilitating the adoption of common standards across the health system.
- While steps have been taken to expand knowledge about our health system, more needs to be done to develop and share consistent, comparable, and timely information about health outcomes and improve accountability.
- We need to identify and remove barriers to the expansion of primary care initiatives across the country.
- We need to strike a better balance between treating people when they are sick or injured and focusing on broader "health determinants" that address underlying causes of poor health and have the best potential for improving the overall health of Canadians.

- We need to make decisions on whether or not to establish national policy directions and extend public funding to expand home care and palliative care.
- More needs to be done to invest in prevention and promotion activities, including ways of encouraging individuals to take more responsibility for their own health.
- We need to develop more coherent approaches to address issues of chronic disease management.

INITIAL OBSERVATIONS: LEADERSHIP, COLLABORATION AND RESPONSIBILITY

Decisions about who leads our health system, how they make decisions, and what responsibilities they have are fundamentally important to the future of our health system. Today, we have a complex and confusing array of decision-makers involved, little clear direction and accountability, and more tension than collaboration among the key players involved.

On an initial basis, I suggest that:

- New and more collaborative governance approaches are needed. The existing system too frequently results in mounting tensions between provincial and federal governments with more focus on jurisdiction and authority and less on what is best for the future of the health system. The result is that too many Canadians have lost confidence that we have a clear direction for our health system and that appropriate decisions will be made.
- To put new relationships in place, governments may need to step back from their traditional perspectives, decide what is in the best interests of the health system overall, and develop new relationships and processes to achieve essential goals.
- While the issues surrounding responsibility for Aboriginal health are undeniably complex and involve an array of legal, treaty, and Constitutional interpretations, our collective inability to resolve them is putting the continuing health status of Aboriginal peoples in jeopardy.
- Globalization and trade liberalization present both opportunities and constraints. The opportunities for generating wealth are undeniable, but our ability to reform and innovate within the health system may be affected by the rules of international trade agreements.
- Canada has no shortage of provider groups and organizations, but greater collaboration among these groups is required. Moreover, direct linkages with governments should be put in place, focused on providing long-term input to shape Canada's health system rather than managing day-to-day crises.

ABORIGINAL COMMUNITIES AND NON-RENEWABLE RESOURCE DEVELOPMENT – REPORT ON THE CAPACITY BUILDING FORUM
June 4 – 6, 2001

Prepared by National Round Table On The Environment And The Economy

The recommendations of the Task Force and Forum participants points to the need for significant policy shifts by government. It has been noted by others that in today's information age, all organizations are under pressure to make a similar shift.

From	To
Professional/program focus	Client Focus
Centralized/specialized	Community-based/integrated
Process orientation	Results orientation
Rules and regulations driven	Values driven
Command	Consensus
Having it done for you	Making your own choices

4 KEY RECOMMENDATIONS:

1. The Intergovernmental Forum should adopt a regional and community based approach to capacity building, including great community and aboriginal control over resources and decisions.
2. The Intergovernmental Forum should ensure greater cooperation integration and flexibility of programs, including the necessary social programs and support.
3. Additional investments are required in key areas (awareness, adult education, infrastructure, support for Aboriginal regional and community governments). New investments, as well as a great share of existing resources should be provided more directly to regional and community governments.
4. Should the Intergovernmental Forum proceed with the appointment of a capacity building Champion, the focus of the Champion should be in advancing the first three recommendations. The Champion should not be another bureaucracy, getting in the way of these recommendations.